

A STUDY OF PHYSICAL EDUCATION
IN SELECTED ELEMENTARY AND SECONDARY SCHOOLS OF OHIO

Dissertation

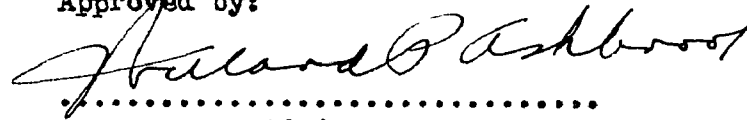
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By

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C. L. M.

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CHAPTER I

Introduction

Not too many centuries ago formal education, wherever it existed, consisted of no more than teaching students to read in order that they might better understand the message in the Holy Bible. As the years passed the educational curriculum was expanded to include writing and calculating as well as reading. This was the sum total of an adequate educational curriculum for that era. However, further research by professional men and women in this field led to the belief that the curriculum must be expanded and include all those areas that are present in every-day living and, therefore, pertinent to individuals. Thus the humanities, social sciences, natural sciences, music art, physical education and other subjects representative of modern society were added to the curriculum.

The subject areas were added to the school program with not only the expected controversy concerning methods of presentation but also with great resistance to any change whatsoever.

Resistance to change is not unique in the field of education. It seems that whenever there is previous understanding of a concept, institution or field of knowledge, any suggestion of change is met with reservation and if the proposed change is radical then reservation becomes resistance. Suggestions by Columbus and other like-minded individuals who proposed that the world was round, were immediately frowned upon and resisted. Consider the situation confronting the medical profession. Learned men had discovered a vaccine to

eliminate the dangers resulting from smallpox infection. The attempt to vaccinate children against the disease met with vehement resistance based upon suspicion of anything new. Even today many persons relatively uninformed resist the inoculation of gamma globulin for their children even though this substance has a mitigating effect concerning the paralytic effects of poliomyelitis. The success that the medical profession has achieved in making acceptable to the majority that which is new is due to the sincere, devoted, dogged effort of its members and the obvious success of the new method of therapy.

Physical education is a relatively new area in the expanding educational curriculum. As such it has met with resistance. Frequently the uninformed confuse physical education with recreation or merely play. As such it becomes an imprecation to many educators since play is associated with noise, confusion, exuberance and activity of a physical nature. This to some is completely incompatible with preconceived notions of the education atmosphere.

There is a sharp difference between play or recreation and physical education. Physical education has as its goal the enhancement of the psychological, social, emotional, and organic facets of the human organism. In accordance with all education it attempts to aid in the development of the whole personality or the integrated personality. As such trained leadership is provided to guide and lead students to this end. The field does not rely upon chance or mere whim in the selection of activities for pupils but pre-plans unique activities in

a progressive curriculum for the expressed purpose of total development.

There is a relationship between play and physical education. Students evidence fun, enjoyment, and pleasure in the well-conducted physical education program as they do in play. There is an eagerness to participate in both areas. This eagerness or desire to participate in physical activity is age old. From the beginning men have desired, needed physical activity. Witness the millions who participate in hunting, fishing, swimming, and other active recreational pursuits. Who could possibly think in terms of childhood or adolescence without bringing to mind the games, sports, and rhythms which are such important factors in these age groups?

The eagerness to participate offers a rare opportunity to the physical education program. Teaching-learning possibilities are enhanced by a pleasant environment, informality and natural desire. Physical education, by the nature of its activities, maintains this atmosphere. The field realizes its potential opportunity and is challenged to utilize the opportunity to the best possible advantage and to prove its worthiness in the educational curriculum to those who resist its influx. The profession of medicine seized an opportunity to better human welfare through vaccination and did so. Physical education must necessarily do the same in its own area or relinquish its role in education.

Purpose of the Study

The purpose of this study is to analyze the existing physical education programs in elementary and secondary schools of Ohio with

respect to the needs of children. The initiator and sponsor of the study is the Research Council of the Ohio Education Association. This is a professional group intimately concerned with all phases of public education in Ohio. The decision to analyze the physical education program with respect to the needs of children reflects the thinking of at least one outstanding educator.

Teachers have long given theoretical allegiance to the idea that they ought to have some understanding of the complexities of human development. Such an understanding is basic if we are to design courses of study intelligently and teach young people effectively. Yet in practice, the schools have lagged far behind the available knowledge concerning the way children develop. For evidence on this point one has only to glance at the processes by which curricula are actually developed and how schools are organized, and the common methods of dealing with students either individually or in groups.¹

This study is to be utilized to establish facts concerning existing physical education programs in Ohio. It is to be publicized by the Association in the hope of stimulating improvements in deficient areas, to convince educators of the sincere attempt by professional people to analyze and improve physical education and to present to the public pertinent information concerning their children and physical education.

¹

Boyd H. Bode, How Children Develop, p. 1.

Method of Study

Preliminary Study

The author, under the direction of the Ohio Education Association and faculty members at The Ohio State University, devised a series of questionnaires to determine the status of physical education in public schools of Ohio relative to the needs of youth. The questionnaires, upon completion, were analyzed and approved by the sponsoring bodies of the study and sent to various localities throughout the state to determine their validity. Upon receipt and analysis of the experimental questionnaires, revisions were made by the author subject to the approval of the sponsoring groups. Thus, a final series of questionnaires was established and distributed throughout the state.

Planning the Attack

In an attempt to include schools representative of the average situation throughout Ohio, the following types of school districts were sampled:

1. Exempted Village Schools
2. City Schools
3. Local or County Schools

It was believed that these districts included large, medium and small schools as well as both rural and urban environments.

Within each of these districts elementary and secondary schools were sampled. The following population groups were sampled within the schools and issued a separate questionnaire:

Secondary School

1. Boys' physical education teacher
2. Girls' physical education teacher
3. Principal
4. Students of the eleventh and twelfth grades

Elementary School

1. Physical education teacher
2. Principal

The next problem to be solved was that of insuring a representative return from the districts included in the survey. For instance, it is known that there are many more students than teachers in a given school. Therefore, when sampling students more questionnaires are required for a representative and reliable survey than is the case when sampling teachers. In order to insure a representative return, the following number of questionnaires was sent to each group sampled:

Secondary School

1. Boys' physical education teacher - one questionnaire.
2. Girls' physical education teacher - one questionnaire.
3. Principal - one questionnaire.
4. Students of the eleventh and twelfth grades - twelve questionnaires.

Elementary School

1. Physical Education teacher¹ - three questionnaires.
2. Principals - three questionnaires.

¹ In lieu of a regularly appointed full-time physical education teacher, a classroom teacher who teaches physical education was requested to complete the questionnaire.

The elementary and secondary school questionnaires were sent as a packet to the supervisor of the particular city, exempted village or county sampled. In keeping with the attempt to make the sample representative, three packets were sent to each county or city sampled; one packet was sent to any exempted village sampled.

A sheet of instructions was sent to each supervisor receiving a packet of the questionnaires.

Sheet of Instructions

NOTE: Please read the entire instruction sheet before forwarding the questionnaires to designated persons.

SUPERINTENDENT

- I. Enclosed you will find a series of questionnaires concerning the status of physical education in your school system. There are distinct, designated questionnaires for the following persons in your system:
 1. Secondary school principal
 2. Boys' physical education teacher
 3. Girls' physical education teacher
 4. Students of the eleventh and twelfth grades
 5. Elementary school principal
 6. Elementary physical education teacher
- II. Would you distribute these questionnaires according to the following instructions?
 1. One questionnaire for the secondary school principal.
 2. One questionnaire for the boys' physical education teacher.
 3. One questionnaire for the girls' physical education teacher, or to the person responsible for the girls' program of physical education.
 4. Twelve (12) questionnaires for students of the eleventh or twelfth grade to be distributed to random students by a classroom teacher.
 5. One questionnaire for the elementary physical education teacher or a teacher working in the elementary physical education program.
 6. One questionnaire for the elementary school principal.
- III. The secondary questionnaires are to be answered by persons of one secondary school in your system. Please choose a school which approximates the average school of your system.

The elementary questionnaires are to be answered by persons of three elementary schools in your system. Please choose schools which approximate the average school of your system.

The secondary questionnaires are inclusive of grades seven through twelve. The elementary questionnaires are inclusive of grades one through six.
- IV. Return of questionnaires:
 1. Secondary student questionnaires, questionnaires of secondary principal are to be returned in one packet.

2. Boys' secondary physical education teacher and girls' secondary physical education teacher questionnaires are to be returned separately by the individuals answering them.
3. The elementary physical education teacher's questionnaire and elementary principal's questionnaire are to be returned in one packet.

Sampling and Return

The schools surveyed in exempted village and county districts were chosen at random from the Directory of the Ohio Education Association. A packet of questionnaires was sent to every third exempted village on the Directory list. Three packets were sent to every fifth county on the Directory list. City groups sampled were chosen at random from population groups according to the 1950 census of five thousand persons and over. One out of each five cities, five thousand or more persons, was surveyed.

A. Exempted Village Statistics:

1. Total exempted villages sampled	25
Total exempted villages returned	16
Percentage of sample returned	63.9%
2. Exempted Village Secondary Schools: *	
a. Boys' physical education teacher	
Girls' physical education teacher	
Principal	
Total questionnaires sent	25
Total questionnaires returned	16
Percentage returned	63.9%

* Each exempted village school surveyed received one packet of questionnaires. A packet consisted of one questionnaire for the secondary principal, boys' physical education teacher, girls' physical education teacher, and twelve questionnaires for students. Three questionnaires were sent to elementary principals and teachers of physical education.

b. Students eleventh and twelfth grades:

Total questionnaires sent	300
Total questionnaires returned	194
Percentage returned	64.6%

3. Exempted Village Elementary Schools:

a. Physical education teacher

Total questionnaires sent	75
Total questionnaires returned	15
Percentage returned	20%

b. Principal

Total questionnaires sent	75
Total questionnaires returned	16
Percentage returned	21.2%

B. City Statistics:

1. Total cities sampled	27
Total cities returned	21
Percentage of samples returned	77.7%

2. City Secondary Schools:*

a. Boys' physical education teacher

Girls' physical education teacher

Principal

Total questionnaires sent	81
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* Each city surveyed received three packets of questionnaires. A packet consisted of one questionnaire for the secondary principal, boys' physical education teacher, girls' physical education teacher, and twelve questionnaires for students. Three questionnaires were sent to elementary principals and teachers of physical education.

Total questionnaires returned	30
Percentage returned	37.2%
b. Students eleventh and twelfth grades:	
Total questionnaires sent	972
Total questionnaires returned	384
Percentage returned	39.5%
3. City Elementary Schools:	
a. Physical education teacher	
Total questionnaires sent	243
Total questionnaires returned	47
Percentage returned	19.1%
b. Principal	
Total questionnaires sent	243
Total questionnaires returned	43
Percentages returned	17.5%
C. County Statistics:	
1. Total counties sampled	18
Total counties returned	15
Percentage of samples returned	83.3%
2. County Secondary Schools: *	
a. Boys' physical education teacher	
Girls' physical education teacher	
Principals	

* Each county sampled received three packets of questionnaires. Each packet consisted of one questionnaire for the secondary principal, boys' physical education teacher, girls' physical education teacher and twelve questionnaires for students. Three questionnaires were sent to elementary principals and teachers of physical education.

Total questionnaires sent	54
Total questionnaires returned	24
Percentage returned	44.5%

b. Students eleventh and twelfth grades:

Total questionnaires sent	648
Total questionnaires returned	304
Percentage returned	46.6%

3. County Elementary Schools:

a. Physical education teacher

Total questionnaires sent	225
Total questionnaires returned	21
Percentage returned	9.3%

b. Principal

Total questionnaires sent	225
Total questionnaires returned	23
Percentage returned	10.2%

Overview of the Study

The initial undertaking in the study was the exploration of the needs of children as established in literature pertinent to the subject. It was discovered that needs are overtly expressed by certain developmental tasks. These tasks were then presented as they apply to youth in the age groups under study; namely, children six through twelve and adolescents thirteen through eighteen.

The second stage consisted of analyzing the relationship between physical education and the developmental tasks of youth. From this analysis implications for physical education from the developmental tasks were gathered. Having established these implications, the principles or criteria of a sound physical education program were established. It was assumed that the principles of a good physical education program must be fulfilled by the existing programs in Ohio in order that pupils may complete developmental tasks and thereby satisfy needs.

For organizational purposes the principles or criteria of the program were related to the following general areas of physical education:

1. Leadership
2. Administration
3. Nature of Activities
4. Adapted Program of Activities
5. After School Program
6. Space and Facilities

Questionnaires, described previously, were then sent throughout the state to discover the existing situation.

Upon receipt of the questionnaires an analysis was made of the programs in relation to the established criteria of a sound physical education program. Secondary and elementary schools were analyzed separately. As indicated previously in areas other than leadership and administration boys' and girls' secondary programs were analyzed separately.

The analysis of the questionnaires assumed the following form:

Secondary School

Girls' physical education

1. Pertinent questions from the questionnaires of the principal and girls' physical education teacher were applied to the established principles of a sound program in exempted village, city and local schools.
2. The second step of the analysis was to indicate results and draw conclusions from the results with respect to each principle of the program in the respective school districts.
3. The third stage in the analysis of the data was the summarization of the conclusions in boys' and girls' programs within the general areas of the curriculum in exempted village, city and local schools.
4. The fourth stage of the analysis was the study of the general areas of the program in need of improvement as reported by principals and physical education teachers.
5. The fifth phase of the secondary analysis was the evaluation of student opinion concerning the personal value attached to the existing physical education programs.

Elementary School

Boys' and Girls' Physical Education

The procedure in the elementary school was identical with the initial three phases of the secondary school analysis. There are no fourth and fifth phases in elementary school comparable to secondary school.

The final stage of the study was the formulation of recommendations based upon the findings of the study.

Related Research

There has been a vast quantity of research in Ohio relative to physical education which is related to this study. For the most part, however, this research has been concerned with specific problems in particular areas of the entire program. Also most of the work has been directed toward secondary rather than elementary schools. There are no studies which encompass both elementary and secondary schools nor are there studies which are directed toward the investigation of physical education as it effects the satisfaction of developmental tasks and needs of youth.

The following counterparts are examples of research in physical education as related to the general areas of program established in this study:

Leadership

Mechling, Homer E., M. A. 1941, "Personnel Study of Men Physical Education Teachers in Class 'A' High Schools in Ohio."

Administration

Crook, Ralph M., M. A. 1939, "A Method of Organizing a Physical Education Program with Limited Facilities."

Activity Program

Geesman, Sterling A., M. A. 1950, "Lead Up Activities to Traditional American Teams Games for Elementary and Junior High School Boys."

Adapted Program of Activities

Luginbuhl, John I., M. A. 1952, "Need for Adapted Physical Education in the Schools of Marion, Ohio."

After School Activities

Coon, Herbert L., M. A. 1938, "Contribution of Physical Education in Exempted Village High Schools of Ohio Toward the Worthy Use of Leisure Time."

Space and Facilities

Cobb, Samuel S., M. A. 1927, "Scoring of the Space Devoted to Physical Education in Schools of Franklin County, Ohio."

Research which was also related and of more definite value in this study was that of Harold K. Jack,² "An Analysis of the Physical Education Programs of Minnesota Public Schools." In this 1946 study, Mr. Jack showed the relationship of factors such as the size of enrollment, wealth of school district, training of teachers, and transportation of pupil to the programs in physical education. Another example of research more useful to this study due to its comprehensive nature was that of Knapp and Drom,³ "Existing and Desired Physical Education Activities in 126 Illinois Secondary Schools." In this 1951 study, questionnaires were utilized to investigate the activities taught, those which should be added to the program under ideal conditions, and those activities which should be emphasized or de-emphasized. Findings

² Harold K. Jack, "An Analysis of the Physical Education Programs of Minnesota Public Schools," Research Quarterly, American Association of Health, Physical Education and Recreation, Vol. 17, No. 1, March 1946.

³ Charles Knapp and Beubah Drom, "Existing and Desired Physical Education Activities in 126 Illinois Secondary Schools," Research Quarterly, American Association of Health, Physical Education and Recreation, Vol. 22, No. 3, October, 1951.

were then compared to established standards.

Studies of this nature were important in devising ways and means of approaching the investigation. The most important research work related to this study was that of LaPorte. A twenty-year study, beginning in 1930, of the physical education curriculum, aided greatly in establishing standards and formulating the questionnaires.

Much research has been accomplished in physical education and it is hoped that this study will complement those previous works which have done much to influence the course of the field.

CHAPTER II

NEEDS OF CHILDREN

Introduction

All our lives long, every day and every hour, we are engaged in the process of accommodating our changed and unchanged selves to changed and unchanged surroundings; living, in fact, is nothing else than this process of accommodation; when we fail in it a little we are stupid, when we fail flagrantly we are mad, when we suspend it temporarily we sleep, when we give up the attempt altogether we die..... A life will be successful or not, according as the power of accommodation is equal to or unequal to the strain of fusing and adjusting internal and external changes.¹

As implied in the purpose of this study, many individuals would limit the education of children to the three "R's." They feel that all the frills and special features that occur in schools today are unnecessary. Also they desire that the schools return to fundamentals and that teachers be hired who can teach children to read and write.

Most of today's educators do not share this point of view. They heartily agree that children need to know the three "R's" but they also are convinced that children need other things as well. There seems to be broader needs for successful living than merely reading, writing, and arithmetic. There is ample testimony as to the importance of considering the broad needs; there are reputable ways of determining what these needs are; there are sources to which one can turn for evidence of these needs.

¹Samuel Butler, The Way of All Flesh, pp. 343, 344.

This chapter will consider why the needs of children should be explored, how needs are determined, and what the existing evidence indicates these needs to be.

Why Consider the Broad Needs of Children?

Education in the existing American culture is intimately concerned with the individual's attempt to achieve a successful life. And as in ages past, the ability to accommodate or adapt to change still measures the degree of success or failure in a life. However, adaptation by individuals to the modern world differs vastly from the problems which faced our forefathers. For the most part our predecessors were faced with problems of a tangible nature. Technological advancement in the past half century has created a host of intangible forces which directly effect individual lives, yet these same forces may remain unseen. Consider the havoc and despair which spread throughout America in 1929 when the stock market crashed. Millions of people were thrown into panic, life savings were erased, homes were lost - not due to a tangible foe such as fire, flood, or other natural catastrophe, but because a variety of nebulous forces suddenly and completely caused a loss of faith in the American economy. Or consider the problems of securing food today and the analogous problem of a century ago. Previously, securing food was limited to the desire and ability to till a plot of land or hunt game, complicated only by the tangible forces of drought, frost, fire, or enemy ravagement. Today, the average person labors in an area extraneous to food production to secure a wage in order to purchase food produced by another. Although the wage earner

may possess sufficient money for a purchase, he is subject to the intangible, complex forces of supply-demand, production-distribution-consumption ratios, parity arrangements, etc., which may deny him satisfaction of his needs. This type of opposition tends to confuse and disturb men.

It is true that the fruits of specialization and complex design in living include a more bountiful harvest, unimagined miracles in transportation, recreation and communication among others, but the fruits also include unrelenting pressures and strains which are injurious to a peaceful, contented life.

These pressures and devious strains, the result of a more complex environment, must be accommodated by the individual or there can be little hope of a successful life. Increased complexity of environment has helped create the following situation in America relative to emotional disturbance:

. . . .It has recently been estimated that in a single year one million persons received treatment in institutions and many others from private practitioners. Another survey showed that almost half of all the beds in our hospitals were occupied by psychotic patients. Some estimate further that one person in twenty will sometime be admitted to a hospital because of mental disorder and that another one in twenty will be temporarily incapacitated by emotional or nervous instability at sometime in life. Disability of this kind makes many persons temporary or permanent liabilities in society and affects in adverse ways the lives of others.²

² Paul A. Witty, Mental Health in Modern Education, p. 1.

These statistics seem to indicate a lack of accommodating power or adaptability by individuals in the present society.

The school, to be consistent with its purposes, primarily that of assisting pupils to achieve success or happiness, must make every effort to increase pupil opportunity for greater accommodating powers. The role of the school to improve the accommodating powers of the pupil would appear to be that of providing more than knowledge in diverse areas but to aid pupils in satisfying all the needs of an individual in the present society.

The needs of individuals are composed of both innate drives and the demands of the environment. Therefore, needs may be classified as either immediate-felt needs or society-imposed needs. Examples of felt needs would include the need for physical activity, progressive sexual relationship, self-expression, and success. Examples of society-imposed needs include the need to earn a living, conform to the existing moral code, and obey the mores of society. Naturally, there are other needs of individuals which might be classified as either felt or society-imposed needs. The entire listing of these needs will be presented at a future point in the paper.

Although needs may be separated categorically indicating their origin, namely immediate-felt or society-imposed needs, it is important to realize that except for certain isolated biological examples, such as growth of organs in the embryo, these needs are expressed as an integrated desire on the part of the child. For example, the child has the need for playmates since man is a communal animal. It should be

recognized that the acquisition of playmates satisfies not only the social facets of the personality but emotional, psychological and biological desires as well. This is readily observed in the abnormal situation. It is believed that a child deprived of playmates is not only socially deficient but emotionally may be recessive, demanding or dependent, rarely normal.

It was indicated that needs are expressed as a desire by the individual. Logically one may ask: desire for what? Robert J. Havighurst maintains that the individual in reality desires the accomplishment of certain developmental tasks. He explains as follows:

A developmental task is a task which arises at or about a certain period in the life of an individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by society, and difficulty with later tasks.³

These tasks are the items that constitute a healthy and successful growth in life upon their accomplishment and the resultant satisfaction of human needs.

There is an intimate relationship between needs and tasks. It may be considered in the same light as theory and practice or attitude and behavior. The needs of individuals are considered as the precursor to the tasks. Consider the following illustration: The child has a need for locomotion. At a certain stage in development the child evidences a desire for self-movement. The task is learning to walk.

³ Robert J. Havighurst, Developmental Tasks and Education, p. 6.

Once walking is accomplished the desire and need abate and an advanced maturation level has been achieved. If, due to some misfortune, the task of walking is not completed, maturation has been retarded and subsequent tasks such as learning the ordinary games of childhood or finding playmates also suffer. Therefore, other needs and desires will not be satisfied, to the detriment of the individual.

Developmental tasks are the observable, overt expressions of children's needs. Arnold Gesell complements this thinking by stating: "We are dealing with the growing child in a modern culture. He is endowed with innate growth capacities which express themselves psychologically in patterns of behavior."⁴

National organizations concerned with the problems relating to education in America have expressed their interest in the needs of children. They have found that only by considering the broad needs of individuals is it possible to assume that education is fulfilling its obligations to society and the individual. Indications of the concern of national organizations for the needs of youth may be evidenced by the following sources:

Schools should give increased attention to the educational needs of individual children, including those who are physically handicapped, mentally retarded, or socially handicapped; these needs should be met with minimum emphasis upon the handicap.⁵

⁴

Arnold Gesell, Child Development, p. 1.

⁵

White House Conference on Children in a Democracy, Standards of Child Health, Education and Social Welfare, 1942, No. 287, p. 8.

Youth of secondary school age have both common and individual educational needs. Statements of these common and individual educational needs which should be partially or wholly met by secondary education are, in reality, statements of objectives for secondary schools.⁶

Thus, it can be seen that the present concept of education includes and is, in fact, based upon the broad needs of youth.

How are the Needs of Youth Determined?

As in other areas of professional endeavor, research is a constant process in education. It has involved exploration and investigation of the methods of teaching, the learning process, environmental surroundings affecting the teaching-learning situation, teacher preparation, and a host of other factors related to education. No educational research, however, in the past twenty years has assumed as an important a role as that which has to do with the investigation of the child and his growth and development. Research groups and individuals have become intimately concerned with all phases of the child's life.

These groups are concerned with the behavior characteristics of children as related to their growth and development. There has been investigation into the motivating forces which effect behavior characteristics. The effects of the deletion or over-abundance of certain motivating influences and the corresponding change, if any, in behavior has been extensively studied also. Children's reaction to similar stimuli producing contradictory behavior has also been

⁶Cooperative Study of Secondary School Standards, Evaluative Criteria, 1950 edition, p. 36.

the subject of much research. The list of factors pertinent to the child which has been and is being explored and evaluated by research people is as long as the child or the human personality is complex. The research has involved investigation of the emotional, social, psychological and biologic facets of the personality.

The net effect of the data gathered has been to determine the broad needs of children and the processes by which these needs may be satisfied.

It is important to remember that in education as in the medical profession, current procedures relative to diagnostic and therapeutic techniques are subject to change as indicated by future research. As indicated previously research is a constant procedure. The best is always accomplished with what is available at the present time, subject, however, to possible change.

As indicated, many individuals and groups have extensively studied the behavior characteristics of children to determine growth and development and establish the needs common to all children. From the vast sources of research in child study the author has selected the following literature as a basis for the results in this chapter relative to the characteristics and to the needs of children.

1. National Society for the Study of Education, Forty-third Yearbook, Part I, Adolescence, The National Society for the Study of Education, Chicago, Illinois, 1944.
2. White House Conference on Child Health and Protection, Growth and Development of the Child, Part I and part II, The Century Co., New York, London, 1932.
3. The University School Faculty, How Children Develop, The Ohio State University, Columbus, Ohio, 1948.

4. Cooperative Study of Secondary School Standards, Evaluative Criteria, George Banta Publishing Co., Menasha, Wisconsin, 1950 edition.
5. Arnold Gesell and Frances S. Ilg, Child Development, Harper and Brothers, New York, 1949.
6. Winfred Van Hagen, Genevie Dexter, Jesse F. Williams, Physical Education in the Elementary Schools, California State Department of Education, Sacramento, California, 1951.
7. Robert J. Havighurst, Development Tasks and Education, Longmans Green and Co., New York, 1951.

What Does Current Research Indicate Concerning the Needs of Children?

Changes are manifest in boys and girls from the time they enter school at the age of five or six years until they are graduated at seventeen or eighteen years of age. In general they begin school as children - defenseless and almost totally dependent. They leave as young adults capable of holding productive positions in society, more independent and capable of propagating the race. They have matured; but this statement must be correctly interpreted before accepted. The process of maturation does not begin and end with entering and leaving the school system. Merely by the fact that maturation is referred to as a process is indicative of the fact that it is continuous and unending. The child has grown and developed during his school experience but it is fallacious to assume that maturation ceases with the presentation of a diploma, degree, or upon reaching the chronological age of twenty-one.

Since the entire process of maturation is easily misconstrued it is also necessary to exercise valid judgment when interpreting the various stages of the growth and development process. Individuals

reach certain levels of maturation, such as childhood or adolescence, not merely because they are a certain chronological age, but when they evidence characteristics associated with these levels of maturation.

Gesell states as follows:

. . . he also embodies in his young person general traits and trends of behavior which are characteristic of a stage of development and of the culture to which he belongs. These underlying pervasive traits constitute his five-year-oldness. They are the maturity traits which make him somewhat different from the four-year-old and the six-year-old.⁷

Generally, children in a homologous society such as America, homologous with respect to schooling, reach the various levels of maturity at about the same chronological age. This enables the school to utilize chronological age as a determining factor in curriculum development. However, great care must be exercised in this procedure to include the needs of those children who are precocious or those who are somewhat retarded. Lawrence K. Frank describes the process whereby individuals reach certain developmental levels as follows:

We can imagine a hundred boys and a hundred girls starting from New York to California. A small number will travel by airplane, arriving there quickly. Another and larger group will travel by fast limited express trains and arrive soon after the first group. A still larger group will travel by trains operating on the usual time schedules; some will go by bus, others by hitch-hiking, and a very few will attempt to trudge across the continent on foot.⁸

⁷ Arnold Gesell and Frances Ilg, op. cit. p. 62.

⁸ Lawrence K. Frank, "Adolescence As a Period of Transition," National Society Study Education, 43rd Yearbook, Part I, 1944, p. 3.

Thus, although the largest group of individuals mature in accordance with chronological age the school or society cannot arbitrarily assume that all individuals follow this pattern. The democratic school must acknowledge and provide for all children regardless of the "speed" at which they travel through life.

Furthermore, the levels of maturation are not static. The individual does not maintain a status quo throughout the entire period of adolescence until suddenly someone opens another door and says "adult." Certainly school curricula should consider and plan for the changes in individuals within the levels of maturation. Awareness of these changes can best be evidenced by the presentation of challenging experiences to students so that they do grow and develop. John Dewey states, ". . . the educative process can be identified with growth when that is understood in terms of the active participle, growing."⁹

Although it is extremely important to fully understand and practice the concept of individual differences within the maturation process, sufficient evidence has been gathered concerning children to enable research persons to list personality characteristics of the various maturation levels.

⁹ John Dewey, Experience and Education, p. 28.

Characteristics of Personality

Childhood: Ages five to eight -

1. Gradual growth in height and weight.
2. Disease susceptibility high.
3. Low visual ability to focus on small objects.
4. Bones soft.
5. Imitative.
6. Marked activity urge.
7. Short interest span.
8. Indifferent to sex distinctions.
9. Individualistic and assertive.
10. Ideas and desires to make things beyond technical ability.
11. Are able to maintain control over simple environmental tasks such as going to store, mailing a letter.

Childhood, Pre-adolescence: Ages nine to twelve.

1. Relative freedom from disease.
2. More essential hygiene habits are established.
3. Liking for excitement and adventure.
4. Beginning gregarious and cooperative spirit.
5. Rapid growth. Age of puberty. Girls in advance of boys by one or two years. Maturation levels vary between girls and boys and between individuals.
6. Girls interested in personal appearance and boys.
7. Boys more interested in approbation of other boys than in girls.

8. Increasing power of attention and abstract reasoning.
9. Establishment of group loyalty; hero worship.
10. Awareness in later portion of this period for existing social code and morals.
11. Endurance decreased.

Adolescence: Ages thirteen to sixteen -

1. Girls' growth more nearly completed. Boys still in period of rapid growth.
2. Physical maturity progressing.
3. Endurance increased.
4. Muscular control. Girls show gradual improvement - boys show noticeable improvement.
5. Marked development in self-confidence and emotional change.
6. Interest in opposite sex.
7. Cooperation tempered by consideration of personal interests.
8. Eagerness for work worth wages in order to derive some independence.
9. Great impetus in intellectual and aesthetic interests.
10. Great absorption in "fads."
11. Toward the end of this period there is great concern over social, political, economic problems.

Later adolescence - Ages seventeen and eighteen -

1. Rest needs similar to adults but frequently neglected.
2. There is awkwardness due to acne, increasing size.
3. Development of adult sexual characteristics; girls more mature than boys.

4. There is an increase in participation of games of an individual nature - golf, tennis, swimming.
5. Bitter rejection of parents not allowing them to "grow up."
6. There is conflict present between loyalty to family and to the peer group.
7. There is an increase in the desire for successful human relations.
8. There is keen satisfaction in winning a game, succeeding in school work, finding a girl.
9. There is a beginning of a personal philosophy in which their principles appear.

The characteristics of childhood and adolescence stem from the biological, psychological and social facets of the individual. These rapidly changing characteristics of the individual within childhood or adolescence create ever new desires or needs for the particular individual.

Included in Evaluative Criteria, 1950 edition, are the needs of children which are listed as follows:

1. They need to learn to live with other human beings.
2. They need to achieve and maintain sound mental and physical health.
3. They need to learn to live in their natural and scientific environment.
4. They need sound guidance.
5. They need to learn to think logically and express themselves clearly.
6. They need to prepare for work, for further education, or both.
7. They need to learn to use their leisure well.
8. They need to learn to live aesthetically.¹⁰

¹⁰ Committee of the Cooperative Study of Secondary School Standards, op. cit., pp. 37-44.

In this study the needs of children are considered to be manifested in certain developmental tasks which upon completion, satisfy needs.

The developmental tasks which accrue as a result of the needs of individuals are not completely identical from civilization to civilization or from nation to nation. Usually, the greatest diversity in tasks occurs in those which are primarily social in nature. In a primitive society, the choice of occupation is a relatively simple matter as there are only one or two choices available. In American society there are a myriad of choices available to an adolescent and this creates a tremendous task which in some instances is never happily resolved. A task with primarily biological emphasis such as learning to walk, is similar for almost all cultures.

One of the characteristics of developmental tasks as evidenced by their definition is that there are unique times in life, teachable moments, for their achievement. However, it will be seen that some of these developmental tasks do not quite maintain this characteristic. Some such as learning to walk or talk are in strict accordance with the teachable moment theory. Others such as "learning to get along with age mates" is a recurrent task. It begins in earnest when children enter school and an adjustment to new age mates is usually mastered at nine or ten. At puberty the nature of the task is changed as there is a recognition of the duality of sexes. A further phase of this task is the understanding of cooperation in a socially mature manner, not from friendship or personal desire, but from an impersonal purpose. Usually success in later phases of a recurrent task is

directly correlated with success in the previous phases of the task.

A strong house must stand upon a firm foundation.

The school has a vital role to play in presenting these tasks to students. Formerly the three "R's" were the designated role of schools in the development of youth. Today educators, parents and other influences upon youth recognize the monistic concept of the individual. This is indicative of the fact that the school must offer opportunities to students for realizing all developmental tasks, characteristic of the individual's need.

The following are developmental tasks of childhood and adolescence . The implications and nature of these tasks to physical education will be discussed with the program of physical education which best contributes to the completion of these tasks by individuals in the next chapter.

Developmental Tasks of Childhood

1. Learning physical skills necessary for ordinary games.
2. Building wholesome attitudes toward oneself as a growing organism.
3. Learning to get along with age mates.
4. Learning an appropriate sex role.
5. Developing fundamental skills in reading, writing, calculating.
6. Developing concepts for every-day living.
7. Developing conscience, morality, and a sense of values.
8. Developing attitudes toward social groups and institutions.

Developmental Tasks of Adolescence

1. Accepting one's physique and accepting a masculine or feminine role.
2. New relations with age mates of both sexes.
3. Emotional independence of parents and other adults.

4. Achieving assurance of economic independence.
5. Selecting and preparing an occupation.
6. Developing intellectual skills and concepts necessary for civic competence.
7. Desiring and achieving socially responsible behavior.
8. Preparing for marriage and family life.
9. Building conscious values¹¹ in harmony with adequate scientific world picture.

Summary

In the course of this chapter an attempt was made to introduce the reader to the importance of analyzing the physical education programs in the schools of Ohio with respect to the needs of children. It was found that leading educators and national educational organizations had evidenced belief in the importance of considering the needs of children as a basis for the school curriculum. These same educators and national organizations had completed extensive research concerning the needs of children and although this research was by no means complete or absolute, it should serve as a basis and guide for school curricula today.

From the existing research in child development the author presented to the reader the characteristics of personality as related to chronological age, the needs of children and finally, the developmental tasks of youth. Since the needs of children were found to be expressed by certain developmental tasks, it was thought that these tasks would make a more valid measuring stick for the analysis of the physical education programs in Ohio.

¹¹ Havighurst, op. cit., pp. 17-53.

In the following chapter each developmental task will be analyzed in an attempt to discover the implications of the task for the physical education program.

CHAPTER III

THE IMPLICATIONS FOR PHYSICAL EDUCATION OF THE DEVELOPMENTAL TASKS OF YOUTH

Introduction

It was indicated in the last chapter that the school curriculum, in order to achieve its fundamental purpose, namely, assisting pupils in achieving a more successful life, must be cognizant of the broad needs of children. Further analysis of the needs of youth resulted in the assumption that needs are overtly expressed by certain developmental tasks. It is these tasks which must be of intimate concern to educators since their completion by pupils results in the satisfaction of needs and future success with other tasks.

Physical education recognized as an integral part of the school curriculum, must be aware of the implications that are to be drawn from the developmental tasks of childhood and adolescence in order that the program of physical education may reflect these same implications.

In this chapter each developmental task will be analyzed with respect to implications for physical education of the particular task. Also these implications will be incorporated into a program of physical education which will be portrayed in terms of certain guiding principles of the program.

The principles of the physical education program will become the measuring rod or yard stick by which all other programs of physical education in Ohio are analyzed. If, upon analysis, the programs in the state do not fulfill these principles then the assumption is made

that the needs of children are not being fully satisfied. On the other hand if the programs of physical education throughout the state do correspond to the principles of program, it is assumed that the needs of youth are being met.

Developmental Tasks of Children and Their Implications for Physical Education.

1. Learning Physical Skills Necessary for Ordinary Games.

It is believed that children are expected to learn the simple games of childhood. They must learn the games because of developmental and cultural values relative to these games.

The physical skills such as running, jumping, throwing, and catching are necessary for social acceptance and the full enjoyment of the games; the urge to play is inherent in every child but the opportunity to play is offered only to those who are successful in skills of the game. In part, the acceptance of the child by the group depends upon his success in games and when he is accepted then he has fun. It is just as important to teach game skills as it is to teach the skills of eating. Being socially accepted or rejected may depend on such skills.

Furthermore, crow and crane, kick the can, dodge ball, hide and seek, are an integral part of the American culture. They belong to American heritage as does the Virginia Reel, May Pole, and Arbor Day. To leave any of them out would mean short-changing children.

The implications of this developmental task to physical education is obvious. It means that all children should be taught the physical skills of these simple games. The typical child, the atypical, the

retarded, the advanced, the handicapped, should have equal opportunity to learn these necessary skills within the limit of his or her ability.

2. Building Wholesome Attitudes Toward Oneself as a Growing Organism.

It is difficult to over-estimate the need the child has to begin at an early age the development of sound habits of body care, an appreciation of the pleasures of physical activity, and a wholesome attitude toward sex.

Americans emphasize the value and pleasure of physical activity in their recreational pursuits. Consider for a moment the millions of adults who engage in swimming, fishing, hunting, camping, walking, or the youngsters who are at all times indulging in some sort or another of physical activity. In fact, it is only because as a child one has evidenced pleasure from activity does an individual continue this pursuit in a varied form in later life. The same habits, respect for the body, will be present in later day recreation as were learned in childhood play.

Some do not engage in active recreational pursuits as adults and this usually because of poor childhood experiences. Only those who participate can realize fully the exhilarating experience being missed by those non-participants. At the very least, it must be considered unfortunate.

Just as the appreciation of the value and pleasure to be derived from the body should be fostered throughout childhood, so should the development and understanding of sex knowledge be nurtured in this period of the child's life.

Physical education can contribute to the child's completion of this task by establishing rules of behavior pertinent to hygienic conditions of play, dress, and undress for activity, proper shower procedure. Questions pertinent to sex knowledge that arise as a result of shower or locker room exposure or coeducational activity, should be answered by the qualified physical education teacher.

The natural, spontaneous desire to play, present in all children, must be satisfied and promulgated through the adequate arrangement of classes and the presentation of challenging experiences. Poor little "shy Sam" must never be allowed to stand and only watch because he isn't good enough or his crutch is a hindrance. An effort and a way must be found to include "Sam" in the American pastime - play.

3. Learning to Get Along With Age Mates.

Upon reaching school age, the child is expected to begin to develop an understanding of the give-and-take of social life among his peers. He has to learn to make friends and to get along with people.

The child has been moved from the environment of his family and neighborhood into the strange new world of the classroom and children his own age. He or she must adjust in this new world, with all those new faces, or suffer not only within school but throughout life.

The child's primary concern is to be able to have fun with his new associates. The six year old is a complex creature not used to withdrawing in favor of another or the art of compromise. There is little spirit of cooperation, necessary for making friends, within him.

There is, however, one factor common to most children this age - the desire to play. In fact, it is one of the few social things a child can do at the age of six. Therefore, this media presents the opportunity for the child to learn the give-and-take of every-day social life.

In each activity someone wins or loses and the principle of doing both properly helps a child to get along with his age mates. It doesn't take a great deal of time before a boy realizes that it is impossible to be "King of the Hill" at all times on the playfield. Being a "hero" one moment and a "goat" the next is a great social, humbling experience. Friends are made very quickly on the playfield; foes or those with contrary play ethics are easily recognizable.

Obviously physical education must present children with the opportunity to play in order that they may have an adequate chance of completing this task. Also children should be allowed to choose playmates and activities within limits. The emphasis of the teacher must be on the social aspects of the game as well as the skills necessary to play it.

4. Learning an Appropriate Sex Role.

It is important that a boy learn to be a boy and a girl to be a girl. This is necessary since the child is rewarded by society on his or her portrayal of the expected sex role. During the years four through six, the oedipal period, the child has learned to identify with the

parent of similar sex. As such, the little girl wears a dress just as mother does - the boy wears trousers or a vest similar to dad's clothing. During the school years, the child is rewarded by society if he or she fulfills the expected sex role, punished if this is not the case. A boy, for instance, is expected to be somewhat aggressive, a bit mischievous, rumpled and even a good fighter. The girl is expected to be neat, less active and certainly is not expected to fight or wrestle. To call a young girl a "tom boy" for any period of time is not a remark that can be considered flattering.

It is necessary, therefore, that certain activities be employed to aid children in identifying with their appropriate sex role. Activities such as hop scotch, jumping rope, and others are necessary for young girls just as wrestling or "steal the bacon" are pertinent and readily associated with boys. Physical education should employ segregated as well as coeducational classes at this level, as well as establishing significant unique activities for each sex.

5. Developing Fundamental Skills in Reading, Writing, and Calculating.

Each child must learn to read, write and calculate well enough to get along in American society. Not only does success with this task measure the possibility of personal future economic success but in effect is the keystone of the democratic way of life.

It is difficult to visualize any great degree of success for the individual who cannot perform the so-called "three R's." Studies have shown that for the most part whatever success is achieved in the mechanics of reading, writing or calculating is achieved by the twelfth or

thirteenth year. Thus the importance of these skills cannot be overestimated at this age level.

Democracy is enhanced and, in fact, only possible in a state that provides communication between its members. Reading, writing, calculating are the essential features of communication.

The role of physical education is frequently overlooked in this task. The decisions made by children in the strategy of simple games, plus the score-keeping involved in these contests, contribute to the development of calculating skills.

It has been said by Ashbrook: "If the scoring system in basketball were changed to one-third of a point for field goals and one-fifth of a point for fouls, boys would learn all about fractions in one month."¹

It is necessary that physical education expand their present horizons and include history, strategy, etiquette, and hygiene pertinent to an activity or game as being as integral a portion of the teaching as is the emphasis on skills. In this manner the child's learning opportunities concerning reading, writing and calculating would be improved.

6. Developing Concepts for Every-day Living.

Everyone needs a store of concepts in order that they might find relationship among the vast number of facts and theories present in

¹ Willard P. Ashbrook, Lecture, Physical Education 823, The Ohio State University, 1953.

this rather complex modern society. The concepts should include those concerned with occupational, civic, and social matters.

A concept is an idea which stands for a large number of sense perceptions or a number of ideas of lesser degrees of abstraction. In order to develop concepts, children must be presented with a variety of concrete experiences in order that concepts formed from their experiences are accurate and valid. A child, for example, has no real meaning of the concept of courtesy until specific experiences such as opening the door for older people, or giving up a seat for an older person, or waiting for the proper turn to bat in a ballgame are indicated, sometimes even forcibly, as examples of courtesy.

Physical education presents the child with the opportunity to secure experience relative to concepts such as courtesy, humility, and others of a social nature and also presents specific illustrations of the concepts of distance, height, depth, soft, hard, round. These latter concepts are necessary for the child in order that he may develop safety habits for the protection of the body while it is in motion. The concepts of distance, speed of moving objects, height, depth and others, are essential to the welfare of individuals in later life as well as in childhood.

7. Developing Conscience, Morality, and a Scale of Value.

In the beginning, the child has no knowledge of right or wrong - in reality has no conscience. However, the child is expected to differentiate between good and bad and act, in general, in accordance with what society considers right and avoid actions disapproved by society.

The accretion of a scale of values by children must take place within the years of middle childhood since at about the age of twelve the child is expected to act with more stability than one who is dominated at every moment by urgent but temporary whims. For instance, the child at six or even eight is expected to develop sudden strong desires for a new toy or hobby and then just as quickly forget this new enjoyment and turn to something else. However, at twelve this same tendency of not being able "to stick to the job," is cause for alarm.

Generally, the child learns about morality, conscience and values through imitation of adults, a system of rewards and punishments and teachings concerning morality.

The child's physical education introduces him to rules of behavior as they pertain to the playing of games and activities. It isn't long before the boy or girl realizes that without rules or cooperation there can be no game or at least not as much fun in the game. Thus values become apparent to the child and by respecting the rules a moral sense is developed.

The teacher of physical education should not only set the pattern of fair play and sportsmanship by example but reward and punish on the basis of playing fair rather than just winning. Also, it is important to allow discussions and to teach concerning the value of rules, obeying and following them. Once again the teacher must be concerned with more than skill development.

8. Developing Attitudes Toward Social Groups and Institutions.

When a batter hits a home run in the bottom of the ninth inning, with two out, and the score tied, there are not very many spectators who concern themselves with the man's religious background or whether the man is white, yellow or black. The concern is for the native ability that was portrayed. The home run hitter belongs, is accepted, because on the playfield race, color, creed, are secondary to ability. As Jefferson spoke of an "aristocracy of virtue" in which anyone who was deserving could belong, so do children react on the playfield to their playmates.

Physical education should attempt to further the democratic environment of the playfields by emphasizing and indicating to children behavior which is consistent with democratic ideals and that which is not. Concepts of courtesy, selflessness, respect for the weaker person, sportsmanship, should be emphasized. The administration of the program should be inclined to include minority groups such as varsity teams or adapted classes in the budget, yet must not over-emphasize minority areas to the detriment of the majority in the program. The child will readily recognize administrative attempts to help and provide for all yet will even more readily recognize when he or she is being neglected.

Developmental Tasks of Adolescence and Their Implications for
Physical Education.

1. Accepting One's Physique and Accepting a Masculine or Feminine Role

Am I normal? This is a perplexing problem to many teen agers since adolescence is a period of such vast physical, physiological, social and emotional change. It is important that the schools answer or provide answers for adolescents relative to this problem. It is important since until the answer is found the adolescent will not find personal satisfaction or success in life or be able to make suitable adjustments. Many physical abnormalities, due to rapid growth, are present in adolescence and these aberrations can cause permanent damage to the personality. Awkwardness, ungainliness, skin eruptions, poor coordination, lack of strength, are some factors which may contribute to the disrupting of an otherwise normal personality. These factors cause the individual to be ostracized by more fortunate peers and somewhat neglected by the adult world. Consider for a moment the too tall girl of sixteen who never has a date because of her height or the boy who is almost a motor moron and therefore never chosen to play. These children may carry the scar of their adolescent experiences through adulthood. They must be helped; their peers must be taught to help them.

Physical education can contribute greatly in aiding adolescents to appreciate and understand the changes occurring in and within their body during this period.

In the activity program, students should be grouped according to

skill and developmental age. This permits each individual to gain satisfaction and acceptance by others in motor activities. A medical examination should be sponsored at this age to determine if too rapid growth makes certain activities disadvantageous. However, for the average, big muscle and strength building activities are indicated to aid the maturation of the rapidly expanding organs.

The adapted program of physical education must find activities which the morphologically handicapped can engage in and thus find compensation for their structural or functional deficiency.

There should be activities in the program which should be designated as "boys only" such as football or wrestling in order that both boys and girls will learn to accept their masculine or feminine role as the culture dictates.

Since there is a noticeable change in the size and shape of physique during this period and the physical education teacher works in an area where there is great consciousness of physique he or she must be prepared to answer or intelligently refer questions by students in this area.

2. New Relations of Age Mates of Both Sexes

The most important business of the adolescent is social experimentation. They make the school a social laboratory. Within their own sex they organize their own clubs, social activities, athletic teams, choose leaders, and in general attempt to imitate the adult social order. With the opposite sex they learn to converse, dance and to play social games. The successful completion of this task is

necessary for emotional satisfaction in later life.

Consider the negative aspects of this task. If the boy or girl fails as an adolescent to become one of the group, to become accustomed to the give and take of dating, or as a member of the group fails to learn to compromise, what possible chance is there for that person in the business world or in a marriage relationship? At a minimum the chance for success is dimmed.

As explained previously, the playfield is a generous slice of all social relationships. Within a particular sex, leaders and followers are chosen for activities. One learns to appreciate in the heat and passion of play what the leader must have or do to motivate. Certainly skill, although important to adolescents as a leadership quality, must also be accompanied by humility, consideration, and selflessness in order to produce true leadership. The adolescent learns the beneficial result to a team that is characterized by cooperation, unity and humility rather than by selfishness, conceit, egoism and individual rather than team play. The lessons of the playfield in this realm are carried throughout life, through all social relationships. Thus, physical education should provide a variety of games and sports to insure that each boy or girl receives an opportunity to play in order to appreciate the social relationships present in life.

Boys and girls must also be given the opportunity to learn the skills of becoming acquainted with each other. One does not play football or basketball or study calculus or embryology or physics without first achieving certain basic skills. Therefore, boys and

girls should be expected to learn certain skills of dating, corecreational activities, and in general the skill of becoming acquainted with the opposite sex before marriage.

Physical education should provide activities of a coeducational nature in coeducational classes. Boys and girls should learn to play together not only in order to become acquainted but also to insure or enable them to play together throughout life. This would indicate the necessity of providing carry-over or recreational activities.

3. Emotional Independence of Parents and Other Adults

It was stated in the previous chapter that children enter school as completely dependent beings and are graduated as relatively independent individuals. This accomplishment was not due to mere chance but rather to the prompting of the school, family, and other similar institutions. The influence of these agencies in aiding boys and girls to become independent is very important since the individual is expected by society to be independent upon leaving school. Furthermore, if this task is not almost completely accomplished by graduation then there is one less influence in the individual's life aiding in the completion of this task. An added factor is that boys and girls desire independence during adolescence in preparation for adult life.

Definite implications are indicated for physical education in aiding students to complete this task.

Activities should be presented to boys and girls that demand decisions on their part. Team and individual games and sports should be employed to foster the feeling of standing on "one's own feet" in

individual games, and to "share the burden of responsibility" in team activities. The role of the teacher is that of guidance in these activities. All value is lost with respect to prompting independence if, to use the vernacular, "the plays are called from the bench." Naturally, the activities should be progressive in their demands upon an individual.

The ideal for promoting independent thinking and action is found in the after school program. The organization and management by students of intramural and interscholastic activities is most beneficial. Students themselves must budget time for play and study. On the interscholastic level they are required to portray exemplary behavior on trips and in the local environment where they are frequently the center of attraction. The latter, placing boys in the center of attraction, must not be overdone. Many high school athletes become dependent upon adulation or praise and this interferes with their developing powers of independence.

4. Achieving Assurance of Economic Independence.

It is a necessity in American society that individuals feel able to earn a living upon graduation from school. It is important because society demands they be able to support themselves and because individuals want the feeling of independence that is associated with self-support. Every adolescent has a great desire to "grow up." The concrete symbol of such is the ability to earn a wage.

It is difficult for the secondary school to graduate a finished

product with respect to the vast variety of occupations present in America. Certainly many undertakings require advanced schooling in formal institutions of learning. Others demand training particular to the line of endeavor. However, the school can help provide students with the foundation for success in any employment, namely, self-confidence and the powers of communication.

Physical education, as other areas of the school curriculum, can contribute to the student's achieving self-confidence. The program of activities should be geared to promote self-evaluation. A measure of success should be granted every student in physical education. This can be accomplished through the proper arrangement of classes in motor activities. When a boy or girl plays with those of like abilities then success and the corollary, self confidence, will inevitably come his or her way. However, consider for a moment the plight of a youngster who is not naturally well skilled, or a boy who has grown too fast and his coordination has lagged, when either of these boys is placed in activity with normal lads. The youth deficient in physical skill not only will not gain self-confidence and success but may lose some self-confidence previously gained. An adapted program of activities should be provided for boys and girls who are atypical because of physical disability, whether structural or functional. In these ways physical education can aid students to achieve this task.

5. Selecting and Preparing for an Occupation

At some time in life, each person must choose an occupation from which a livelihood will be derived. It is necessary that the individual

have the necessary ability to cope with the chosen endeavor.

The major implication to physical education, other than the implications discussed under other related tasks, would seem to be one of guidance. It seems to be twofold.

First, many students are drawn to the teacher of physical education and frequently will discuss problems or perplexities in areas extraneous to the work at hand. Frequently this occurs because of the informal nature of the activities in the program and the informality of the environment. This rapport should be utilized wherever possible to guide students into channels commensurate with their ability.

Second, in certain isolated instances, certain boys will be desirous of pursuing a professional sport career. In fact, extreme pressure may be brought to bear upon a boy to drop school or forego college to pursue immediately a professional career. The coach or physical education teacher must be able to refer, advise, or inform these youngsters concerning the advantages and disadvantages of the courses that might be followed.

6. Developing Intellectual Skills and Concepts Necessary for Civic Competence.

During adolescence the individual expands existing concepts of law, human relations, government and social institutions. Skills in communication are also increased. It is believed that training such as the school offers is vital to these endeavors. It is also known that the majority need any formal instruction at the secondary level or even previously. Therefore, the skills and concepts must be achieved during

this period of development or possibly not at all. It is also thought that these proficiencies are necessary for personal satisfaction and for the perpetuation of the democratic form of government. A democracy depends upon and demands participation from its members. Participation involves intelligent group planning with respect to experience and is in turn dependent upon communication among members. Thus, the need in this society for conceptual and communication skill learning.

This is a recurrent task being merely an extension of a similar childhood task.

The role of physical education in aiding students achieve this task continues to be one of presenting concrete experiences which will aid in the formation of concepts. It is also possible at this level of maturation to verbalize with respect to an actual experience in order to indicate the concept involved and also the projection of the concept to future behavior. This should be done with instances of the etiquette in games, relationships between teammates, behavior toward the opposition, the authority of officials and other like situations. It is necessary to present activities conducive to a progression in experiences from which concepts are formed. It is not at all valuable to continue with one activity for the entire physical education of a student.

It is also significant to note that in the American culture a definite means of communication is achieved through sport lore. The appreciation and understanding of sports should be taught in the

physical education program.

7. Desiring and Achieving Socially Responsible Behavior.

In the previous chapter it was explained that a person must do more than satisfy personal appetites and desires. He or she has a responsibility to society, a responsibility similar to a double edged sword. One edge strikes when the individual contradicts the established patterns of a culture, since the culture punishes. This is a relatively obvious situation. The other edge is more subtle but just as punitive. An individual, when raised in a culture group, acquires the behavior patterns of that community. If that person violates these standards, punishment will occur; the sword will strike, even though society is unaware. It will take the form of a self-inflicted wound, a guilty conscience or even a guilt complex.

There are implications for physical education in this task.

In order to promote in an individual the desire to become a member of the community, primitive cultures depended upon mysticism or ritualism. For the most part this has been superseded in modern times by utilitarianism. Thus, one of the chief means of uniting individuals seems to have been lost. In part, with certain modifications, the activities of the physical education program help stimulate group feeling through ritualism; the emotional spirit which permeates athletic activity is a unifying force. Consider the socializing effect that the local high school athletic contests have for adults.

The activity program promotes social feeling by increasing the common bond among students. Activities being almost similar for all

adolescents produce common purpose and understanding.

To assist in the task of directing students toward responsible social behavior activities should be geared to fulfill the recreative needs of individuals. This is important not only as a means to prepare worthy leisure time pursuits but also to provide opportunities in post school years for people to reestablish their social relationships in the emotional atmosphere of activity. The program of physical education should include recreative or "carry-over" type sports.

8. Preparing for Marriage and Family Life

The goal of this developmental task is that individuals should develop proper attitudes toward family life, bearing or raising children and home management.

In this society the basic unit is the family group. In recent years many social problems such as the increased divorce rate, juvenile delinquency, alcoholism, have been in part attributed to the decline in value of the family group. Whether these social problems can be attributed solely to the decline in the family unit or perhaps are more justifiably attributed to a concatenation of events in modern life, is relatively unimportant. The principal factor involved is that youth must receive training from all institutions including the school in order that they might better assume family obligations in the future.

The implication to physical education seems to be in the contribution of the program to the previous tasks concerning relationship toward the opposite sex and acceptance of the personal sex role. At all times the teacher must be available to students for counseling and advice to

those who require and seek it.

9. Building Conscious Values in Harmony with an Adequate Scientific Picture

The nature of this task is that individuals must face reality with certain values in order to define man's place in relation to other men and to the physical world.

Values are formulated by people in many ways. Primarily, the satisfaction of physiological urges is the chief factor in determining value. However, other means such as reward and punishment, satisfactory emotional experiences, and reflective thinking are also employed. In many instances these methods are all utilized to form a specific value.

Therefore, physical education must also employ as many tools of value formation within its program as possible. Certainly it is important to promulgate the pleasant emotional experiences readily associated by most persons with play or physical activity. No boy or girl in the program should be omitted from activity merely because he or she has not the proper skill qualifications. Activities must be found whereby each and every person can receive some success which is necessary for a happy experience.

There is also rich opportunity within the activity program for reflective thinking. Not only in self-testing activities or in the technique and strategy of games but also in the area that deals with social behavior and sportsmanship.

Summary of the Implications For Physical Education of the Developmental Tasks of Youth.

As in other curricula areas of the school program, physical education has to strive to achieve a twofold purpose. An effort must be made to provide ample opportunities for every student to realize innate potential and at the same time common bonds must be maintained among students to aid in understanding and communication. At no time should the program establish an aristocracy based upon superior ability to the detriment of the normal or handicapped.

Each boy and girl must be given developmental opportunity. Implications of the developmental tasks to physical education are implications not to just boys or merely girls or the superior but to all students. If this program can contribute to the maturation process and aid students in completing developmental tasks then the resources must be made available to all.

The implications to the physical education program involve all facets of the student personality. Various tasks stress one facet in lieu of others, yet taken as a whole it is readily seen that the entire personality must be considered in any sound physical education program. The emotional, social, psychological, and biological portions of the student's personality have been investigated and it is hoped that the reader will recognize that the analysis of the physical education programs forthcoming will be done with respect to the affect of the program on all children in all areas of their personality maturation.

The Program of Physical Education

A sound physical education program should include within its scope the implications for physical education of the developmental tasks of youth. The program can be briefly stated as follows: democratic leadership and organization of boys and girls in sports, games and rhythms with adequate space, time, and facilities directed toward worthwhile outcomes. The outcomes desired must be planned for by the teacher with respect to the total personality.

From the definition of the program it can be seen that certain logical areas of delimitation arise such as leadership, administration, facilities, and activities. Upon further analysis these areas can be resolved into the following elements:

1. Leadership
2. Administration
3. Nature of Activities
4. Adapted Program
5. After School Activities
6. Facilities

These are the areas which will be studied when evaluating physical education in the schools of Ohio.

However, another step is required before any evaluation in specific areas can take place. Namely, it is necessary to establish criteria or standards or principles within each area. It is vital that these criteria reflect the implications of the developmental tasks of youth to physical education in order that evaluation of a program will be in

terms of its worth in assisting students to complete developmental tasks and thereby satisfy needs.

Criteria of the Physical Education Program

Criteria are important not only to a physical education program but to any endeavor striving for progress. Criteria are the yardsticks or measuring rods by which one can evaluate progress; evaluate with respect not only to quantity but also quality. It is important that any investigation measure with respect to the objectives of endeavor. This can only be accomplished when criteria are formulated which in their totality represent the objectives.

It was felt by the author that the work of the Committee of the Cooperative Study of Secondary School Standards, 1950,² and the work of LaPorte, 1950,³ were of the utmost importance in establishing the criteria for an evaluation of physical education programs. It was felt that the criteria in these works were closely allied to the implications for physical education of the developmental tasks of youth. It is believed that if adequate physical education is to be provided for the children of Ohio, the following criteria must be upheld:

I. Leadership

1. Teachers in the secondary and elementary physical education

² Committee of the Cooperative Study of Secondary School Standards, Evaluative Criteria, 1950, pp. 159-174.

³ William R. LaPorte, Physical Education Curriculum, A National Program, 4th edition, 1950.

2. There should be a sufficient number of physical education teachers to provide adequate instruction for activity classes.
3. Personnel in physical education should be hired primarily on the basis of ability to teach in the physical education program, upon ability in other teaching areas, and won-loss coaching record should not enter into consideration.
4. The teaching load of physical education teachers, including intramural and interscholastic activities should be equal to that of other faculty members.
5. In-service training for primary and elementary teachers contributing to the physical education program should be provided by state certified physical education personnel.

II. Administration

1. Physical education should be considered an integral portion of the school curriculum for boys and girls.
2. Facilities, finances, leadership should be dispersed to all areas of the physical education program as student needs dictate.
3. There should be equal emphasis given to the girls' and boys' physical education program.

III. Program of Activities

1. A medical examination should be given to students as a prerequisite to activity classes.
2. Physical education activities should be required of boys and girls in all grades of elementary and secondary schools.

3. A variety of activities, sports, games, and rhythms should be provided both indoors and outdoors.
4. The activities offered should be taught for a period of time which will enable students to encounter experiences that assist in meeting the requirements of developmental tasks.
5. In any activity the teachings should include skill, strategy, history, etiquette, social behavior, and safety.
6. Opportunities should be provided for coeducational activity classes in elementary and secondary school.
7. Students should participate in planning and evaluating their physical education.
8. Students should be classified in order that the activities provide competition among boys and girls in similar developmental age levels.

IV. Adapted Program of Activities

1. Activities should be provided for handicapped pupils which are conducted in a socially and emotionally healthy atmosphere.
2. Whenever possible, pupils of the individual physical education program should be placed in the normal program.
3. Special facilities should be available in the individual program for these pupils who might benefit from them.

V. After School Program

1. Provision should be made for students to apply skills learned in the instructional class program in intramural activities.

2. Interscholastic sport experiences should be provided and administered by schools for boys and girls who can benefit from them.
3. Facilities and supervision should be provided for all students during after school hours.
4. Interscholastic competition should not be permitted below the seventh grade.

VI. Space and Facilities

1. The outdoor play area should provide adequate space for conducting a modern program of physical education activities and should be readily accessible to students.
2. Adequate indoor space should be provided to accommodate existing class sizes.
3. Existing indoor facilities should be sanitary; floors should be hardwood, and areas marked for a variety of activities.
4. The school should supply towels and gymnasium uniforms for student use and maintain adequate shower room and locker facilities.

Summary

In this chapter the author attempted to indicate to the reader the role of physical education in assisting students to complete developmental tasks. The program of physical education was stated in general terms and defined within six basic areas. Within each area of the program standards in the form of guiding principles were adopted. The criteria for the guiding principles were found in the literature. Also

the principles were inclusive of the implications to physical education for the developmental tasks of youth. Since the developmental tasks of youth were concerned with total personality then it became mandatory that the physical education program contribute to all facets of the pupil's personality.

In the next chapter the secondary school physical education program for boys and girls will be analyzed. The returned questionnaires of physical education teachers and school principals or administrators will be applied to the guiding principles of the physical education program in order to determine if the program in Ohio is or is not accomplishing its purpose.

CHAPTER IV

ANALYSIS OF THE PHYSICAL EDUCATION PROGRAMS IN PUBLIC SECONDARY SCHOOLS OF OHIO

Introduction

Parents, teachers, and educational organizations are concerned with the status of physical education in Ohio. They are interested in discovering if physical education is making a worthy contribution to the education of youth in this state. The interest reaches to all phases of the existing program and to all students.

This evaluation has sampled three types of school systems; exempted villages, city and local. This has been done to accommodate within the study those schools which are small, medium, and large in pupil enrollment. Furthermore, the quality of leadership, administration, girls' instructional program, girls' adapted program, girls' after school program, girls' facilities, boys' instructional program, boys' after school program, and boys' facilities, will be taken into consideration in each class of school. The quality will be appraised in terms of established criteria.

The reader will discover that leadership and administration areas of the program will be considered jointly for boys and girls. Thereafter, boys' and girls' programs will be analyzed independently.

Boy-Girl Leadership

Introduction:

Under the searching light of historians, men such as Jengis Khan, Alexander of Macedon, Caesar, Mohammed, Jesus, are judged according to

individual and relative standards of good or bad, moral or amoral, famous or infamous. Yet, whatever the conclusions reached, there is no disagreement concerning the leadership qualities of the man involved. Each in his own way shaped the destinies of many. To each men paid tribute to their genius as leaders.

Leadership is a necessary factor in every group action. This is valid statement whether one views the sweeping, complex movements of mankind which course through the ages, or the comparatively simple, commonplace dynamics of an elementary school classroom. And the performance or quality of any group, whether large or small, is directly related to quality of leadership provided. If the outcomes from the group action are to be beneficial then the leadership must strive for these goals. Conversely, if the outcomes are detrimental then the leaders must assume a share of condemnation.

Many factors, some enigmatic, seem to determine good and poor leadership. In this phase of the study leadership in physical education is analyzed. The components are as follows:

1. Certification
2. Teacher-pupil Ratio
3. Hiring Teachers
4. Teaching Load

Criteria for Certification

Teachers in the secondary physical education program should be certified in physical education. (Criteria 1 under "Leadership" p. 60.)

The state of Ohio has within its framework of laws pertaining to schools certain basic criteria which must be fulfilled by the prospective teacher. These criteria establish standards for the various teaching areas which exist in the public school system. Upon meeting the criteria in a particular area of teaching, the individual receives state certification to teach in that area. Physical education teachers must be certified in order to teach in the state public school system.^{1,2}

¹ William R. LaPorte, The Physical Education Curriculum, 4th ed. p. 51.

² Department of Education, State of Ohio, Ohio High School Standards Health, Physical Education, Recreation, and Safety, 1949, p. 104.

<u>Questions Related To Certification</u>	<u>Percentage</u>		
	<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
128. What is the certification status of teachers in the boys' physical education program?			
1. All teachers in the program are certified in physical education	100	100	88
2. Some teachers in the program are certified in physical education. Others are not	0	0	7
3. No teacher in the program is certified in physical education	0	0	0
No answer	0	0	5
129. What is the certification status of teachers in the girls' physical education program?			
1. All teachers in the program are certified in physical education	100	94	61
2. Some teachers in the program are certified in physical education. Others are not	0	0	7
3. No teacher in the program is certified in physical education	0	6	31
No answer	0	0	1
143. Are the coaches of interscholastic teams certified in physical education?			
1. Always	67	79	88
2. Frequently	23	18	11
3. Seldom	6	3	0
4. Never	0	0	0
No answer	4	0	1

Exempted Village Schools

1. One hundred (100%) percent of the schools indicate that men and women teachers of physical education are certified in the field.

2. Sixty-seven (67%) percent of the schools indicate that the coaches of interscholastic sports are certified in physical education.

Conclusion

All physical education teachers are certified; two out of three coaches are always certified, and one out of four frequently certified in physical education. On the basis of this information it is believed that the majority of exempted village schools are providing adequately trained leadership in physical education.

City Schools

1. One hundred (100%) percent of the schools indicate that men teachers of physical education are certified in the field and ninety-four (94%) percent of the women teachers are certified.

2. Seventy-nine (79%) percent of the schools report that the coaches of interscholastic sports are certified in physical education.

Conclusion

Every male physical education teacher and more than nine out of ten women are certified. Also better than three out of four coaches are always certified and approximately one in five are frequently certified. These data lead one to the conclusion that the majority of city schools are providing adequately trained leadership in physical education.

Local Schools

1. Eighty-eight (88%) percent of the schools indicate that men teachers of physical education are certified and sixty-one (61%) percent of the women teachers of physical education are certified.

2. Eighty-eight (88%) percent of schools report that the coaches of interscholastic sports are certified in physical education.

Conclusion

Approximately nine out of ten men and six out of ten women are certified in physical education. Among all the coaches of interscholastic teams about nine out of ten are always certified and the other one out of ten frequently certified. The evidence indicates that the majority of local schools are providing adequately trained leadership in physical education.

Criteria for Teacher-Pupil Ratio

There should be a sufficient number of physical education teachers to provide adequate instruction for activity classes. (Criteria 2, under "Leadership", p. 60.)

To remain commensurate with the ideas of a personalized teaching-learning situation, the activity class size in physical education should not exceed forty-five students per teacher. Also to enable the teacher to participate in other school functions and to remain professionally active beyond the classroom, the teacher should not be expected to handle more than two hundred and fifty students per day.^{3,4}

³LaPorte, op. cit., pp. 49-50.

⁴Arthur B. Moehlman, School Administration, pp. 389-390.

<u>Questions Related to Teacher-Pupil Ratio</u>	<u>Percentage</u>		
	<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
24. What is the average size of the instructional activity class for boys per teacher?			
1. More than forty-five boys	6	6	4
2. Thirty to forty-five boys	53	65	41
3. Less than thirty boys	35	29	50
4. More than fifty-five boys	0	0	0
No answer	1	0	5
74. What is the average size of the instructional activity class for girls per teacher?			
1. More than forty-five girls	0	0	8
2. Thirty to forty-five girls	62	62	20
3. Less than thirty girls	31	38	60
4. More than fifty-five girls	6	0	0
No answer	1	0	2

The average number of students per physical education teacher in the schools is as follows:

<u>Type of District</u>	<u>Boys</u>	<u>Girls</u>
Exempted Village	170/ teacher	289/ teacher
City	223/ teacher	364/ teacher
Local	100/ teacher	228/ teacher

Exempted Village Schools

1. Fifty-eight (58%) percent of the schools report thirty to forty-five boys as the average size of the activity class in the instructional program.

2. Sixty-two (62%) percent of the schools report thirty to forty-five girls as the average size of the activity class in the instructional program.

3. The ratio of boys per teacher in the physical education program is one hundred and seventy boys per teacher.

4. The ratio of girls per teacher in the program is 289 girls per teacher.

Conclusion

Approximately six out of ten schools indicate that the activity class size in physical education for boys and girls is between thirty to forty-five pupils. There are one hundred and seventy boys per teacher and 289 girls per teacher in physical education. The boys' program seems adequately supplied with teachers for the needs of the program and class size is sufficiently limited for a proper teacher-pupil relationship. There is an insufficient number of women teachers for the number of pupils enrolled in classes although class size is within minimum standards. It appears that the women teachers of physical education are overloaded with classes or girls do not have class as often as boys.

City Schools

1. Sixty-five (65%) percent of the schools report thirty to forty-five boys as the average size of the activity class.

2. Sixty-two (62%) percent of the schools report thirty to forty-five girls as the average size of the activity class.

3. The ratio of boys per teacher in the physical education program is 223 boys per teacher.

4. The ratio of girls per teacher in the program is 364 girls per teacher.

Conclusion

Roughly six out of ten schools indicate that activity classes for boys and girls contain between thirty to forty-five students. There are 223 boys per teacher and 364 girls per teacher in the physical education program. The standards established for class size and teacher-pupil ratio is maintained for boys in the majority of schools. However, although the girls maintain standards concerning class size there is a disproportionate number of girls per teacher in the program. This indicates a need for increased numbers of women teachers in physical education.

Local Schools

1. Ninety-one (91%) percent of the schools report fewer than forty-five boys as the average size of the activity class. Fifty (50%) percent of the schools report less than thirty boys per class.
2. Eighty (80%) percent of the schools report fewer than forty-five girls as the average size of the activity class. Sixty (60%) percent of the schools indicate less than thirty girls per class.
3. The ratio of boys per teacher in the physical education program is one hundred boys per teacher.
4. The ratio of girls per teacher in the program is 228 girls per teacher.

Conclusion

Nine out of ten of the schools report fewer than forty-five students in the activity classes of physical education. Six out of ten schools indicate that girls' classes contain fewer than thirty pupils. There

are one hundred boys per teacher and 228 girls per teacher in the program. The boys' program of physical education maintains standards within the established criteria for good teaching conditions. The girls' program is also within established minimum standards for good teaching conditions. However, the ratio of pupils per teacher in the girls' program is much closer to the minimum standard than is the ratio in the boys' program. The situation should be made more equitable.

Criteria for Hiring Teachers

Physical education teachers should be hired primarily on the basis of ability to teach in the physical education program; secondarily upon ability in other teaching areas, and won-loss coaching record does not enter into consideration. (Criteria 3, under "Leadership" p. 60)

To insure a fully developed physical education program adequate leadership must be provided. This entails hiring personnel for the program on the basis of their training in physical education. Athletic coaches should be judged on their ability as educators not on won-loss coaching records.^{5,6}

⁵Delbert Oberteuffer, Physical Education, p. 306.

⁶Department of Education, State of Ohio, loc. cit., p. 104.

<u>Questions Related to Hiring Teachers</u>	<u>Percentage</u>		
	<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
133. What is the major consideration in hiring personnel for the physical education program?			
1. Ability as an athletic coach	29	26	19
2. Ability primarily as a teacher of the various phases of the entire physical education program; secondarily as a teacher in other areas of the school curriculum	59	67	46
3. Ability primarily as a teacher in an area such as social studies, mathematics, etc.; secondarily physical education	12	7	34
No answer	0	0	1
45. Does the football coach's position in the school system depend upon his coaching record?			
1. The football coach is hired, advanced or fired on his ability as a teacher regardless of his coaching record...	41	40	12
2. The football coach is hired, advanced, or fired on his ability as a teacher; secondarily upon his coaching record.	47	30	20
3. The football coach is hired, advanced, or fired primarily on his coaching record; secondarily on his ability as a teacher	12	30	0
No answer	0	0	68

Exempted Village Schools

1. Fifty-nine (59%) percent of the schools report that the main consideration in hiring personnel for the physical education program is the ability of the individual in all phases of physical education.

2. Twenty-nine (29%) percent of the reporting schools indicate that the main consideration in hiring teachers for the physical education department is ability as an athletic coach.

3. Forty-seven (47%) percent of the schools report that won-loss coaching record affects the football coach's status in the school.

4. Twelve (12%) percent of the schools indicate that football coaching personnel have their status affected only on the basis of coaching record.

5. Forty-one (41%) percent of the schools indicate that the coaching record is disregarded in any evaluation of the football coach's teaching status.

Conclusion

Approximately six out of ten schools report that teachers are hired in physical education for their ability in all phases of the field. The remaining four out of ten schools indicate that personnel in physical education are hired or evaluated in part upon coaching records. Approximately six out of ten schools indicate that the won-loss record of the football coach is a determining factor in his position at the school. There is an inconsistency in these figures. The majority of schools report that personnel for physical education are hired without regard to ability as an athletic coach. When in the school system, the football coach is judged in part upon his athletic coaching ability. His status is at least in part determined by won-loss record. This situation is incompatible with minimum standards for the hiring of teachers. Undue or unwarranted emphasis on a particular area of the curriculum tends to exaggerate the importance of that area and usually the corollary will be the minimizing of other curricula areas.

In the majority of exempted village schools, physical education teachers are generally hired according to minimum standards. However, football coaches are not employed as are other physical education teachers.

City Schools

1. Sixty-seven (67%) percent of the schools indicate that personnel in physical education is hired primarily upon ability in various phases of the program.

2. Twenty-six (26%) percent of the schools report that physical education personnel is employed upon the basis of ability as an athletic coach.

3. Sixty (60%) percent of the schools report that the football coach's position in the school is in part determined by his coaching record.

4. Forty (40%) percent of the schools indicate that won-loss record is disregarded in any evaluation of the football coach as a teacher.

Conclusion

Approximately seven out of ten schools indicate that personnel in physical education is hired upon the basis of all phases of the program. Approximately three out of ten schools hire personnel in physical education only on the basis of coaching ability. Football coaches, in six out of ten schools, are evaluated upon the basis of their coaching record. Other factors may be considered in the evaluation of football coaches but won-loss record aids in determining status.

Generally, the majority of city schools hire physical education personnel according to established criteria. Football coaches, however, have an added rating factor, won-loss record, which indicates that they are not evaluated on the same basis as other physical education teachers.

Local Schools

1. Forty-six (46%) percent of the schools indicate that teachers of physical education are hired primarily upon ability to teach physical education.
2. Fifty-three (53%) percent of the schools report that teachers of physical education are hired primarily upon ability as an athletic coach or in areas of the school curriculum other than physical education.
3. Sixty-eight (68%) percent of the schools failed to answer the question relative to the football coach and physical education. For the most part local schools, being rather limited in enrollment, do not have a football team or coach.

Conclusion

Teachers of physical education in local schools are hired for their ability in all phases of physical education less than half of the time. More than five out of ten times a teacher of physical education has been employed because of ability in other areas of the curriculum. It is logical to conclude that the majority of local schools are not hiring teachers for physical education according to established criteria.

Criteria for Teaching Load

The teaching load of physical education teachers, including intramural and interscholastic activity, is equal to that of other faculty members. (Criteria 4, under "Leadership" p. 60.)

Principals have indicated that they believe physical education to be an integral phase of the school curriculum. The teachers of physical education should receive a teaching load consistent with other teaching areas in the school. The teaching load should never exceed six clock hours per day. The physical education staff should attend school faculty meetings with regularity.⁷

<u>Questions Related to Teaching Load</u>	<u>Percentage</u>		
	<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
28. What is the average daily teaching load of physical education teachers? (Including class and extra-curricular activities)			
1. Eight or more clock hours per day ...	59	51	66
2. Six or seven clock hours per day	35	41	25
3. Five or fewer clock hours per day ...	6	8	4
No answer	0	0	5
131. Is the daily teaching schedule of physical education teachers comparable in clock hours to that of other teaching stations?			
1. Fewer clock hours in physical education teachers' schedule than in other teaching stations	12	9	3
2. More clock hours in physical education teachers' schedule than in other teaching stations	6	17	51
3. Generally clock hours are equalized in all teaching stations	82	74	46
No answer	0	0	0

⁷ LaPorte, op. cit., p. 50.

		<u>Percentage</u>		
		<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
135.	How often do the men of the physical education staff attend faculty meetings of the school?			
1.	Always	41	53	65
2.	Frequently	41	21	31
3.	Seldom	28	26	4
4.	Never	0	0	0
	No answer	0	0	0
136.	How often do the women of the physical education staff attend faculty meetings of the school?			
1.	Always	76	74	65
2.	Frequently	23	12	31
3.	Seldom	0	9	4
4.	Never	0	0	0
	No answer	1	5	0

Exempted Village Schools

1. Fifty-nine (59%) percent of the schools reporting indicate that physical education teachers average eight or more clock hours of teaching per day.

2. In eighty-two (82%) percent of the schools, clock hours of teachers are equalized.

3. Eighty-two (82%) percent of the men and ninety-nine (99%) percent of the women teachers of physical education attend school faculty meeting either frequently or always.

Conclusion

Approximately six out of ten schools indicate that the teaching load in physical education is eight or more clock hours per day. The various teaching posts within the school are equalized with respect

to clock hours of work in eight out of ten schools. Physical education teachers, men and women, participate in faculty meetings with regularity.

Physical education teachers, although not working longer hours than other teachers, are, nevertheless, exceeding the number of clock hours considered as the established standard. It seems that more teachers are needed in exempted village schools.

City Schools

1. Fifty-one (51%) percent of the schools reporting indicate that teachers of physical education average eight or more hours per day.

2. In seventy-four (74%) percent of the schools clock hours are equalized in all teaching stations.

3. Seventy-four (74%) percent of the men and eighty-six (86%) percent of the women teachers of physical education attend faculty meetings frequently or always.

Conclusion

More than half of the reporting schools indicate that physical education teachers have school responsibilities totaling eight or more clock hours per day. However, teaching hours throughout the school are equalized in three out of four cases. Both men and women teachers attend school functions outside their department with regularity in the majority of instances.

In the majority of city schools the teachers of physical education are working longer hours than minimum standards deem advisable.

Local Schools

1. Sixty-six (66%) percent of the reporting schools indicate eight or more clock hours in the physical education teacher's daily schedule.
2. In fifty-one (51%) percent of the schools physical education teachers have more clock hours of work per day than do other teachers.
3. Ninety-six (96%) percent of the men and women teachers of physical education attend faculty meetings.

Conclusion

Approximately seven out of ten schools indicate that physical education teachers have eight or more clock hours per day in their schedule. Slightly more than five out of ten schools indicate that clock hours are heavier in physical education than in other teaching areas. More than nine out of ten schools indicate that men and women physical education teachers attend faculty meetings regularly.

The majority of local schools are not meeting established criteria for teacher load since clock hours of work are not equalized in all teaching areas and physical education teachers have a daily schedule, in excess of six hours per day.

Boy-Girl Administration

Democracy must be considered a paradoxical philosophy. It includes within its scope seemingly dichotomous factors such as competition and cooperation, personal initiative versus group planning, or being specific with respect to education, the fulfillment of individual

potential while maintaining common bonds among students. Certainly these contradictory yet related factors tend to breed confusion in the minds of men. The confusion often results in actions which are definitely undemocratic and create situations of disharmony and disunity.

Consider for a moment that democracy is represented by nothing more complex than a teeter-totter board. When the balancing point is attained between two divergent concepts such as competition and cooperation then the process of democracy is functioning. However, if one end of the board is over-weighted then equilibrium is destroyed and the process has suffered. It is then vital to return the board to a state of equilibrium for the benefit of the democratic process.

The logical question to ask might well be: "Who returns the board to the neutral position?" Basically, in our society control is guaranteed by the government which in turn is responsible to the people of the country. However, in physical education, although control is finally determined by the school board and this body in turn functions as the majority will dictate, immediate control of the "Teeter-totter" is the concern of that area of the program referred to as "administration."

This phase of the study will include the relationship between physical education and the remainder of the school curriculum, priority among the phases of the program, and the equity or inequity between boys and girls in physical education.

Criteria for Physical Education and the School Curriculum

Physical education should be considered an integral portion of the school curriculum for boys and girls. (Criteria 1, under "Administration" p. 60.)

Physical education contributes to the growth and development of boys and girls. It contributes through its particular unique medium to the emotional, psychological, social and physical facets of the child. As a contributing factor to the educative process it must be considered an integral part of the school curriculum. An administrator must recognize that all phases of the program contribute to some child's development. For some children the experience of an interscholastic program are necessary for learning to occur; others have needs satisfied in the instructional class program. All areas of the physical education curriculum must be considered an integral part of the school curriculum for the administrator to be consistent with the purposes of education.^{8,9,10}

⁸. Clifford L. Brownell and Patricia E. Hagman, Physical Education - Foundations and Principles, p. 32.

⁹ Edward S. Voltmer and Arthur A. Esslinger, The Organization and Administration of Physical Education, p. 13.

¹⁰ Department of Education, State of Ohio, op. cit., pp. 43-50.

		<u>Percentage</u>		
<u>Questions Related to Physical Education and the School Curriculum</u>		<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
132.	Is the physical education program for boys and girls considered an integral part of the school curriculum?			
1.	No area of the physical education program is considered an integral part of the school curriculum	0	0	4
2.	Some areas of the physical education program are considered an integral part of the school curriculum; others are not	30	23	27
3.	All areas of the physical education program are considered an integral part of the school curriculum	70	76	69
4.	No answer	0	1	0
133.	What is the major consideration in hiring personnel for the physical education program?			
1.	Ability as an athletic coach	23	26	19
2.	Ability primarily as a teacher of the various phases of the entire physical education program; secondarily as a teacher in other areas of the school curriculum	59	67	46
3.	Ability primarily as a teacher in an area such as social studies, mathematics, etc.; secondarily, physical education	18	7	34
4.	No answer	0	0	1
141.	Does the physical education program in your school provide for the needs of all students?			
1.	Provides only for students who are not physically or mentally abnormal	67	47	50
2.	Provides for all students including the handicapped	23	47	42
3.	Provides only for students with superior ability	10	6	4
4.	No answer	0	0	4

Exempted Village Schools

1. Seventy (70%) percent of the principals indicate that all areas of the physical education program are considered an integral portion of the school curriculum.

2. Fifty-nine (59%) percent of the principals indicate that first priority in hiring physical education teachers is given to the applicant's ability in the entire field of physical education.

3. Sixty-seven (67%) percent of the schools indicate that the physical education program provides only for those not physically or mentally handicapped.

Conclusion

Seven out of ten principals indicate that physical education is an integral portion of the school curriculum. Roughly, six out of ten schools report that teachers in this area of the school are hired upon ability in physical education. These figures would seem to indicate that in theory this phase of a pupil's education is considered important by the authorities. However, almost seven out of ten schools report that only certain pupils receive the acknowledged benefits from education through sports, games, and rhythms. Therefore, the majority of exempted village schools are not in practice considering physical education as an integral portion of the school curriculum.

City Schools

1. Seventy-six (76%) percent of the principals indicate that all areas of the physical education program are considered an integral portion of the school curriculum.

2. Sixty-seven (67%) percent of the principals indicate that the first priority in hiring physical education teachers is given to the applicant's ability in the entire field of physical education.

3. Forty-seven (47%) percent of the schools report that the physical education program provides only for those not handicapped. Another forty-seven (47%) percent indicates that all children participate in the program.

Conclusion

In city schools, almost eight out of ten principals consider physical education an integral phase of the school curriculum. Also in seven out of ten cases principals give first priority to physical education when hiring personnel in that area. These facts indicate that the area of the curriculum is considered of vital importance. However, a disturbing note in the proceedings is the fact that approximately half of the schools report that not all pupils engage in physical education. This discrepancy between theory and practice leads one to believe that in many of the city schools the practice of physical education is not considered as an integral portion of the curriculum but that only in theory is it of vital importance for all boys and girls.

Local Schools

1. Sixty-nine (69%) percent of the principals indicate that all areas of the physical education program are considered an integral portion of the school curriculum.

2. Fifty-three (53%) percent of the school administrators do not

grant chief priority to the area of physical education when hiring personnel in that area.

3. Fifty (50%) percent of the schools assert that only normal students receive a physical education in the schools.

Conclusion

Although approximately seven out of ten principals signify their belief that physical education is an integral portion of the curriculum, other facts reported do not bear this out. Approximately five out of ten schools sampled disclose that teachers are not hired in physical education as based upon their ability in this field nor are all students in half of the schools participating in physical education. Thus, the only logical conclusion would be to assume that in local schools physical education is not considered an integral portion of the curriculum for boys and girls.

Criteria for the Phases of the Program Receiving Most of the Attention.

Facilities, finances, leadership, should be dispersed to all areas of the physical education program as student needs dictate. (Criteria 2 under "Administration" p. 60.)

In a democratic society the majority must at all times respect the consideration and needs of the minority group. In physical education the instructional class program represents the majority group and after school areas represent a minority group in terms of student participation. Finances, facilities, leadership should be diverted to the various phases of the program as the student needs dictate. At no time should

the majority be sacrificed for the minority. Conversely, the minority must always be recognized and considered.¹¹

		<u>Percentage</u>		
<u>Questions Related to the Phases of the Program Receiving Most of the Attention</u>		<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
26.	Which area, if any, is given priority in the use of facilities?			
1.	Interscholastic program	18	29	33
2.	Intramural program	12	0	0
3.	Instructional class program for boys	11	23	8
4.	Equitable sharing of facilities based upon need	59	38	58
5.	Instructional class program for girls	0	0	0
6.	No answer	0	10	1
137.	In which area of the physical education program do teachers devote their greatest interest, time, enthusiasm?			
1.	Interscholastic activities	53	32	61
2.	Intramural activities	0	0	0
3.	Instructional class activities for boys	0	26	0
4.	Instructional class activities for girls	0	6	0
5.	No discernible difference in degree of interest, time, enthusiasm among the phases of the program	47	29	38
6.	No answer	0	7	1
138.	In which area of the physical education program do teachers devote the least interest, time, enthusiasm?			
1.	Interscholastic activities	0	24	0
2.	Intramural activities	19	29	15
3.	Instructional class activities for boys	31	9	15
4.	Instructional class activities for girls	0	3	27

¹¹ Educational Policies Commission, The Education of Free Men in American Democracy, 1941, p. 50.

		<u>Percentage</u>		
		<u>Exempted</u>	<u>City</u>	<u>Local</u>
		<u>Village</u>	<u>_____</u>	<u>_____</u>
5.	No discernible difference in degree of interest, time, enthusiasm among the phases of the program	47	35	34
6.	No answer	3	0	5
149.	In which area of the physical education program do the best teaching conditions occur? (Pupil per teacher, facilities, equipment.)			
1.	Boys' instructional class program...	29	44	31
2.	Girls' instructional class program..	29	30	0
3.	Interscholastic program	13	26	54
4.	Individual physical education	0	0	4
5.	Intramural program	29	0	11
6.	No answer	0	0	0

Exempted Village Schools

1. Fifty-nine (59%) percent of the schools report that facilities are utilized as needs dictate.

2. Fifty-three (53%) percent of the principals state that teachers devote the greatest interest, time, and enthusiasm to interscholastic activities.

3. Thirty-one (31%) percent of the principals signify that the least interest and enthusiasm among teachers is evidenced in the boys' instructional program. Forty-seven (47%) percent of the principals indicate no discernible difference among various areas of the program regarding teacher interest, time, or enthusiasm.

4. In fifty-eight (58%) percent of the schools, principals report that the best teaching conditions occur in the instructional class programs.

Conclusion

Six out of ten schools disclose that facilities are utilized on the basis of need and that in approximately the same number of schools the most advantageous teaching conditions occur in the class programs which naturally engage the majority of pupils. However, even though facilities and equipment are dispersed democratically throughout the program the leadership factor seems to be in need of improvement. In slightly more than half of the schools teachers are devoting the greater portion of their efforts to the interscholastic program which is a minority group. This is not the best possible procedure in a democratically administered program.

City Schools

1. No particular area of the program has priority in the use of facilities, nor is an equitable sharing of facilities as based upon need indicated as the majority situation.

2. The principals report that in sixty-one (61%) percent of the schools teacher interest and time is devoted to either the instructional class programs or that there is no discernible difference among the phases of the program regarding teacher interest.

3. Seventy-four (74%) percent of the schools assert that the best teaching conditions occur in the boys' and girls' class programs.

Conclusion

In the city schools leadership in six out of ten schools and the best teaching conditions in seven out of ten schools are granted the majority of students. No particular area of the program dominates the

use of facilities in a majority of the schools. From these facts it would appear that the city schools are administering democratically their physical education programs with respect to facilities, finances and leadership.

Local Schools

1. Fifty-eight (58%) percent of the schools report that there is an equitable sharing of facilities based upon need.

2. Sixty-one (61%) percent of the principals assert that teachers devote their greatest interest, time and enthusiasm to the interscholastic program.

3. Fifty-four (54%) percent of the schools indicate that the best teaching conditions occur in the interscholastic program.

Conclusion

Facilities in roughly six out of ten schools are reportedly shared according to need. However, energetic leadership is devoted to interscholastic activities to the exclusion of the class programs in approximately six out of ten schools. Also the best teaching conditions in more than half of the schools occur in the interscholastic programs rather than in class activities. These facts signify that the physical education programs in local schools are over-emphasizing minority rather than majority groups.

Criteria for the Importance of the Girls' Program

Equity should be established between the girls' and boys' programs of physical education. (Criteria 3, under "Administration" p. 60.)

The implications of the developmental tasks of youth to physical education indicate that both sexes are in need of an education through sports, games, and rhythms.

Girls' programs in physical education have frequently been neglected in the school systems of America. Since girls evidence similar basic needs for physical education as to boys, there should be complete equity between the two programs.^{12, 13}

<u>Questions Related to the Importance of the Girls' Program</u>	<u>Percentage</u>		
	<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
145. In your school what is the status of the girls' physical education program relative to the boys' program?			
1. Girls' program regarded as less important than the boys' program.....	6	26	34
2. Girls' program regarded as more important than the boys' program.....	0	3	0
3. Girls' and boys' programs have equal status	94	71	65
4. No answer	0	0	1

Exempted Village Schools

1. Ninety-four (94%) percent of the schools report an equitable status exists between girls' and boys' physical education.

Conclusion

Principals in almost all schools sampled indicate that girls' physical education is considered important and receives the same consideration as the boys' program.

¹² Delbert Oberteuffer, op. cit., p. 303.

¹³ Department of Education, State of Ohio, loc. cit., p. 104.

City Schools

1. Seventy-one (71%) percent of the principals report that the girls' program of physical education is equal in importance to the boys' program.

Conclusion

More than seven out of ten schools indicate that boys' and girls' physical education is considered equally important. Therefore, at least in the minds of administrators an equitable situation exists between boys and girls in physical education.

Local Schools

1. Sixty-five (65%) percent of the principals report equal status between boys and girls in physical education.

Conclusion

Since more than six out of ten schools report equal status in physical education, the majority of schools believe that equity should be established between the boys' and girls' programs of physical education.

Girls' Instructional Program in Physical Education

Introduction

The corn plant may, upon occasion, reach a height of fifteen feet. Usually it is about seven or eight feet in height. It has a stalk, leaves, factors for reproduction, and of utmost importance to man, it produces a fruit, the ear of corn. The ear itself contains kernels which, in the case of sweet corn, are the reason for the presence of the stalk, leaves, cob, and other elements of the plant. To man, only the kernel of sweet corn is of any real importance. All other factors are only necessary to produce the kernel.

In physical education much regard is granted areas of the program such as administration, leadership, or facilities yet basically to the pupils, their immediate contact with the program is the instructional class program, the activities. In an exaggerated sense, the activity classes might be considered in the same light as the kernel of sweet corn to the corn plant, the nub of the matter.

The activity program involves the teaching of sports, games, and rhythms in accordance with the developmental level of the participants. It also involves certain items such as prerequisites for activity, outcomes expected, and the amount of participation necessary for each pupil.

This portion of the analysis of secondary physical education in Ohio will include the following sub-divisions:

1. Medical Examination
2. Should Physical Education Be Required?
3. Number and Kind of Activities
4. Time Allotted to Activities
5. Outcomes Expected
6. Coeducational Opportunities
7. Student Planning and Evaluation
8. Classification of Students

Criteria for Medical Examination

A medical examination should be given to pupils as a prerequisite to activity classes. (Criteria 1, under "Program of Activities" p. 61.)

If not legally responsible for the health and well-being of students, the school is certainly morally responsible. Students who are permitted activity in sports, games, and rhythms of the physical education program must previously undergo a medical examination. Otherwise, students with functional or structural physical defects may be permanently harmed by a program of unlimited physical activity.^{14,15,16}

¹⁴ Voltmer and Esslinger, op. cit., p. 163.

¹⁵ LaPorte, op. cit., p. 47.

¹⁶ Department of Education, State of Ohio, op. cit., p. 88.

		<u>Percentage</u>		
<u>Questions Related to Medical Examination</u>		<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
75.	What is the medical prerequisite for entrance into the instructional class program?			
1.	Medical examination by a licensed physician	6	14	8
2.	Screening examination (medical history, etc.)	18	17	12
3.	No medical prerequisite	75	69	80
4.	No answer	1	0	0
144.	Does the school assume the responsibility of a medical examination for pupils at some stage of their school career before permitting unlimited physical education activity?			
1.	No medical examination is required of students	35	35	23
2.	Medical examination is required of students at parents' expense	16	20	34
3.	Medical examination is required of students at school expense	59	44	42
4.	No answer	0	1	1

Exempted Village Schools

1. Seventy-five (75%) percent of the schools assert that a medical examination is not a prerequisite for entrance into the physical education program.

2. Seventy-five (75%) percent of the schools report that pupils undergo a medical examination at some time during their school career. Fifty-nine (59%) percent of the schools indicate that this examination is at school expense..

Conclusion

More than seven out of the ten schools report that a medical examination is given children at some time during their school careers. However, the same number of schools signify that this examination is not given as a specific prerequisite to unlimited physical activity. Therefore, the possibility of a time discrepancy between activity and the examination may create an otherwise avoidable mishap. The facts indicate that the schools are not fulfilling their moral obligation with regard to medical examination for pupils.

City Schools

1. Sixty-nine (69%) percent of the schools disclose that a medical examination is not a prerequisite to the physical education activity program.
2. Sixty-four (64%) percent of the schools indicate that a medical examination is required at some time in the child's school career.
3. At least a third of the schools said that the examination was not mandatory and twenty (20%) percent of the schools requiring an examination did so at the parents expense.

Conclusion

Approximately seven out of the ten schools indicate that a medical examination is required of pupils some time during their school career. The same ratio of schools also disclosed that this examination was not designed as a specific prerequisite for the instructional class program. Almost a third of the schools have no medical examination requirement

for children while in school. These facts indicate that the schools are not fulfilling their moral obligation to safeguard the health and well-being of their charges.

Local Schools

1. Eighty (80%) percent of the schools said that there is no medical examination prerequisite to the activity classes in physical education.

2. The majority of schools, seventy-six (76%) percent, report that a medical examination is required at some time in the child's school career.

Conclusion

There is no mandatory medical examination previous to unlimited physical activity in eight out of ten schools. In approximately the same number of schools an examination is required some time within the pupil's career. However, years of unlimited physical activity may pass before any physical examination is given a child. Therefore, the possibility exists that some child may be permanently injured due to this inadequate approach to medical examinations. From these facts, it is believed that local schools are not fulfilling their obligations to pupils with regard to health and safety.

Criteria for Required Physical Education

Physical education activities should be required of all boys and girls in every grade of elementary and secondary school. (Criteria 2, under "Program of Activities" p. 61.)

The physical education of elementary and secondary school students is considered an integral part of the educational curriculum of youth. Therefore, participation in physical education should be required of all students. Since the physical education needs of youth change with the maturation process, the program of physical education must be extended to all grade levels in elementary and secondary schools. At least one hundred minutes per week should be spent in the program.^{17,18}

<u>Questions Related to Required Physical Education</u>	<u>Percentage</u>		
	<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
51. How many days per week is physical education required of girls?			
1. No required physical education	12	0	16
2. One day per week	12	27	4
3. Two days per week	75	59	90
4. Three days per week	0	14	0
5. Four or five days per week	0	0	0
6. No answer	5	10	0
52. What is the average length of the period in physical education for girls?			
1. Less than thirty minutes	0	3	4
2. Thirty to forty-five minutes	75	62	92
3. More than forty-five minutes	25	34	4
4. No answer	0	0	0
77. In what school grades is physical education required?			
1. No required physical education	0	0	16
2. Grade seven	0	7	
3. Grades seven and eight	0	0	0
4. Grades seven through nine	0	0	0

¹⁷ Educational Policies Commission, Purposes of Education in the American Democracy, 1938, pp. 63-64.

¹⁸ Department of Education, State of Ohio, op. cit., pp. 53-54.

		<u>Percentage</u>		
		<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
5.	Grades seven through eleven	6	21	0
6.	Grades seven through twelve	94	69	84
141.	Does the physical education program in your school provide for the needs of all students?			
1.	Provides only for students who are not physically or mentally abnormal	67	51	54
2.	Provides for all students including the handicapped	27	43	42
3.	Provides only for students with superior ability	6	6	4
4.	No answer	0	0	0
147.	In your opinion how many days per week should physical education be required?			
1.	No requirement needed	0	0	7
2.	One day per week	0	6	4
3.	Two days per week	70	57	46
4.	Three days per week	12	18	24
5.	Four days per week	0	0	0
6.	Daily	18	20	19
148.	In your opinion in what school grades should physical education be required?			
1.	No requirement necessary	0	3	4
2.	Grade seven	0	0	7
3.	Grades seven and eight	0	0	4
4.	Grades seven through nine	0	6	0
5.	Grades seven through ten	8	12	4
6.	Grades seven through eleven	22	18	15
7.	Grades seven through twelve	72	62	65

Exempted Village Schools

1. Seventy-five (75%) percent of the schools schedule physical education twice per week.
2. The average length of the physical education period in seventy-five (75%) percent of the schools is thirty to forty-five minutes per week.

3. Ninety-four (94%) percent of the schools require physical education in grades seven through twelve.

4. The majority of principals (seventy (70%) percent) believe that physical education should be required in all secondary grades twice a week.

5. Sixty-seven (67%) percent of the principals indicate that only normal pupils are included within the physical education program.

Conclusion

More than seven out of ten schools schedule physical education twice a week for thirty to forty-five minutes. Almost all the schools require pupils to engage in the activity class program in grades seven through twelve. This would indicate that the pupil not physically handicapped is receiving an adequate time allotment for physical education. However, the minimum standard of one hundred minutes in class per week is being violated slightly in most of the schools.

The principals who previously indicated that they believed physical education an integral portion of the school curriculum uphold this viewpoint by stating that physical education should be required in grades seven through twelve, twice a week.

This time requirement, common practice for normal pupils, upheld by the administrators, is evidently denied handicapped students. Seven out of ten schools signify that the handicapped child is not accommodated within the program. This situation must be corrected.

City Schools

1. Fifty-nine (59%) percent of the schools schedule physical education two days a week.
2. The average length of the physical education period in sixty-four (64%) percent of the schools, is thirty to forty-five minutes a week.
3. Seventy-nine (79%) percent of the schools require physical education in grades seven through twelve.
4. The majority of principals, approximately sixty (60%) percent, believe that physical education should be required in all secondary grades twice a week.
5. Fifty-one (51%) percent of the schools assert that the activity program includes only those students who are not physically or mentally deficient.

Conclusion

Approximately six out of ten schools schedule physical education twice a week for thirty to forty-five minutes. Slightly fewer than seven out of ten schools require pupils to engage in the activity class program in all secondary grades. These figures indicate that normal girls are within the bounds of minimum standards for physical education in Ohio. There is a slight deviation in that less than one hundred minutes per week is required. However, this deviation appears slight.

The majority of principals agree that the requirement should be maintained in all secondary grades twice a week. However, since a

slightly more than half of the schools physical education does not include within its program the handicapped child, physical education is not meeting the needs of all children. This is an undemocratic situation.

Local Schools

1. Ninety (90%) percent of the schools schedule physical education twice a week.

2. The average length of the period in ninety-two (92%) percent of the schools is thirty to forty-five minutes per week.

3. Eighty-four (84%) percent of the schools require physical education in grades seven through twelve.

4. The majority of principals believe that physical education should be required in all secondary grades and offered two or three times a week.

5. Fifty-four (54%) percent of the schools indicate that the activity program provides only for the normal children.

Conclusion

Almost every school reports that physical education is required twice a week in grades seven through twelve for thirty to forty-five minutes per period. These facts suggest that the normal pupil is given the opportunity to participate in the activity program according to minimum standards of the state.

Approximately seven out of ten principals agree that physical education should be required in all secondary grades twice or three

times a week.

The handicapped child seems to be overlooked in the physical education requirement of the schools. More than half of the schools do not include these children within the scope of physical education. To be consistent the schools should provide for these pupils.

Criteria for Number and Kind of Activities

A variety of activities, sports, games, and rhythms should be provided both indoors and outdoors. (Criteria 3, under "Program of Activities" p. 61.)

A variety of activities must be offered in the physical education program in order that students may encounter new learning experiences. These new experiences stimulate interest, enhance the possibility of a student achieving success in some particular activity and aid in the discovery of leisure time pursuits. A minimum of twelve activities should be offered to the pupils during their physical education in secondary schools.¹⁹

¹⁹ LaPorte, op. cit., pp. 30-31.

<u>Questions Related to Variety of Activities</u>		<u>Percentage</u>		
		<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
53.	Which of the following activities are offered in the girls' instructional class program?			
	Basketball			
	Softball			
	Volleyball			
	Group Games			
	Tumbling & Stunts			
	Folk Dancing			
	Modern Dancing			
	Tennis			
	Bowling			
	Golf			
	Aquatics			
	Speedball			
	Field Hockey			
	Badminton			
	Table Tennis			
	Archery			
	Social Dancing			
	Square Dancing			
	Gymnastics			
	Soccer			
	Others			
	Results are indicated in terms of the total number of activities offered.			
	Total Activities offered during pupils' secondary school career:			
	Three	3	0	0
	Four	0	0	2
	Five	0	3	6
	Six	0	2	2
	Seven	0	3	4
	Eight	10 Med	18 Med	6
	Nine	2	2	4
	Ten	1	2	0
58.	Do grades eleven and/or twelve have their program emphasis devoted to activities with recreation or "carry-over" value? (Golf, Tennis, Bowling)			
	1. No special emphasis to activities of this sort in grades eleven or twelve.	50	58	80
	2. Carry-over activities are stressed in grades eleven and/or twelve but not on an elective basis	25	27	8
	3. Carry-over activities are stressed in grades eleven and/or twelve and offered on an elective basis	25	14	12
	4. No answer	0	1	0

Exempted Village Schools

1. The median number of activities offered in the activity program is eight.

2. Half of the schools do not give emphasis to "carry-over" activities in grades eleven and/or twelve; the other fifty (50%) percent of the schools do emphasize recreational activities.

Conclusion

Since half of the schools do not provide recreational type activities in grades eleven or twelve and the schools only offer eight sport activities during the pupil's entire secondary experience, it is apparent that the program is inadequate with respect to number and kind of activities, to meet developmental needs.

City Schools

1. The median number of activities offered in the physical education program is eight.

2. Fifty-eight (58%) percent of the schools assert that there is no emphasis given to recreational activities in grades eleven or twelve.

Conclusion

It is obvious that the schools should improve the variety and kind of activities for girls in physical education. The schools report that girls only encounter eight activities in their entire secondary school career. Also approximately six out of ten schools indicate that effort is made to introduce girls to recreational type activities in the last two grades of school. This situation should be improved.

Local Schools

1. The median number of activities offered in the physical education program for girls is seven.
2. Eighty-(80%) percent of the schools report that no attempt is made to introduce "carry-over" type activities in grades eleven or twelve.

Conclusion

Eight out of ten schools evidence no interest in the sport type recreational needs of their girls. The number of activities offered to provide developmental experiences is limited to seven in the entire secondary program. These facts indicate that variety and quality of activity offerings in physical education is lacking.

Criteria for Time Allotted to Activities

The activities offered in the program should be taught for a period of time which will enable students to encounter experiences that assist in meeting the requirements of the developmental tasks. (Criteria 4, under "Program of Activities" p. 61.)

In order that students may realize worthwhile outcomes from physical education activities it is essential that these activities be presented in a logical, sequential order for a sufficient period of time. It is understood that particular activities are less complex and intricate concerning skill, technique and strategy or maintain student interest and educational value for a shorter period of time than other activities. However, a period of six weeks (assuming an average of two

class periods per week) is essential to the development of a physical education activity. Twelve class periods are therefore necessary for the development of a physical education activity. Those programs with a great variety of activities but only a few activities, that are developed for the minimum of twelve periods are in all probability not fully realizing potential outcomes. Those programs with only a few activities and those offered from year to year throughout the student's life are lacking the progression necessary for student growth and development.^{20,21}

<u>Questions Related to Time Allotted To Activities</u>		<u>Percentage</u>		
		<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
54.	Indicate any activity which is taught for at least six weeks in the girls' instructional class program:			
	Basketball			
	Softball			
	Volleyball			
	Group Games			
	Tumbling & Stunts			
	Folk Dancing			
	Modern Dancing			
	Social Dancing			
	Square Dancing			
	Speedball			
	Field Hockey			
	Badminton			
	Table Tennis			
	Archery			
	Tennis			
	Bowling			
	Golf			
	Aquatics			
	Gymnastics			
	Soccer			
	Others			
Results are indicated in terms of the number of activities offered for at least six weeks in the instructional class program.				
Total Activities - six (6) weeks-		One....	0	0
		two....	2	3
		three...	5	6
				10 med

²⁰ Oberteuffer, op. cit., p. 227.

²¹ LaPorte, op. cit., p. 29

	<u>Percentage</u>		
	<u>Exempted</u>	<u>City</u>	<u>Local</u>
	<u>Village</u>		

Four...	0	4	6
Five...	0	6 med	2
Six....	9 med	10	3
Seven..	0	0	

55. Is opportunity provided in the class program for girls to participate in more than one type of activity per sport season?

1. One activity is offered each season..	0	10	0
2. One activity plus a rainy day activity is offered each season	38	31	28
3. More than one activity is planned and offered each season	62	58	72
4. No answer	0	1	0

56. Does the program call for class instruction in activities on the block or unit of work basis? (Instruction in an activity for at least twelve periods)

1. Instruction in activity for less than twelve periods	31	62	56
2. Instruction in an activity for twelve periods	56	38	28
3. Instruction in an activity for more than twelve periods	13	0	16
4. No answer	0	0	0

57. Are the activities in the instructional class program changed each year commensurate with girls' growth and development?

1. Similar activities are offered from year to year	20	21	32
2. Similar activities are offered each year with variance in the degree of skill, technique and strategy	62	79	56
3. Different activities are offered from year to year to introduce students to new experiences	18	0	12
4. No answer	0	0	0

Exempted Village Schools

1. The median number of activities taught for six weeks or longer is six.
2. Sixty-two (62%) percent of the schools indicate that more than one activity is planned and offered each sport season.
3. Fifty-six (56%) percent of the schools assert that instruction in an activity is in twelve period blocks.
4. In sixty-two (62%) percent of the schools similar activities are offered from year to year with variance in the degree of skill and strategy.

Conclusion

More than six out of ten schools report similar activities in the curriculum from year to year. The total number of activities offered which are taught for at least twelve periods is six, and more than half of the schools assert that instruction in an activity continues for twelve periods. Slightly more than six out of ten schools indicate more than one offering per sport season.

These facts indicate that there is very little progression in the physical education curriculum. As stated previously there is an insufficient number of activities offered and in the light of the latest figures these offerings are further limited in value since only six activities are taught for at least twelve periods. Evidently the curriculum is not being changed from year to year in order to challenge girls with new experiences.

City Schools

1. The median number of activities taught for at least six weeks is five.
2. Fifty-eight (58%) percent of the schools indicate that more than one activity is offered each sport season.
3. Seventy-nine (79%) percent of the schools signify that similar activities are offered from year to year with variance in the degree of skill and strategy.
4. Sixty-two (62%) percent of the schools report that instruction is given for less than twelve periods.

Conclusion

During the secondary school experience of girls five activities are taught for at least a six week period. In almost eight out of ten cases similar activities are offered to girls from year to year. In roughly six out of ten schools more than one activity is offered per sport season but instruction is less than twelve periods in all but five activities. These figures indicate that the curriculum in physical education is static. Many activities are included for too long a period of time; others not stressed enough for pupils to realize educational outcomes.

Local Schools

1. The median number of activities taught for six weeks is three.
2. Seventy-two (72%) percent of the schools indicate that more than one activity is offered each sport season.
3. Fifty-six (56%) percent of the schools indicate that similar

activities are offered from year to year with variance in degree of skill and strategy.

4. In fifty-six (56%) percent of the schools instruction in an activity is given for twelve periods.

Conclusion

Basically, the curriculum of activities for girls is limited to three offerings which are taught for a minimum of six weeks. More than seven out of ten schools report that they offer more than one sport per season but more than half of the schools indicate that instruction is less than twelve periods for these activities. Also, more than half of the schools assert that similar activities are offered from year to year.

These facts indicate a non-progressive curriculum in physical education. If only three activities are taught for at least twelve periods then not only are these three offerings over-emphasized but in all probability other activities are under-emphasized.

Criteria for Outcomes Expected

In any activity the teachings should include skill, strategy, history, etiquette, social behavior, and safety. (Criteria 5, under "Program of Activities" p. 61.)

Physical education is that phase of education which utilizes the media of sports, games, and rhythms in order that the pupil may achieve worthwhile social, emotional, organic and psychological outcomes. The class teaching concomitant with these outcomes must include skills,

strategy, history, etiquette, social behavior and safety relative to the activity. The teachings must be developed fully and specifically in order that the activity is meaningful to the student.²²

		<u>Percentage</u>		
<u>Questions Related to Outcomes Expected</u>		<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
67.	What learnings concerning an activity are taught to girls in physical education?			
1.	Skill and technique in an activity...	56	27	36
2.	History, skill, social courtesies of the activity	12	7	32
3.	History, skill, social courtesies, social behavior and hygiene of the activity	31	65	32
4.	No answer	1	1	0
61.	What student outcomes in the girls' activity program are considered most important?			
1.	Organic development (posture, endurance, strength).....	0	0	0
2.	Development of athletic skills, techniques, and strategy	0	0	0
3.	Development of approved social behavior	0	7	4
4.	A combination of the above	100	93	96
5.	No answer	0	0	0
66.	How are students taught the concepts of good sportsmanship in physical education classes?			
1.	Time allotments are planned in the activity program for direct teaching of behavior illustrating good or bad sportsmanship	6	0	8
2.	Play is interrupted in activity classes when situations arise pertinent to the teaching of good sportsmanship	62	72	56
3.	No effort is made to indicate good or bad sportsmanship by interrupting play or by lectures on the subject	0	0	0

²² Voltmer and Esslinger, op. cit., pp. 84-95.

		<u>Percentage</u>		
		<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
4.	Good sportsmanship is taught by interrupting play at appropriate intervals and by planned lectures...	20	24	36
5.	Others	12	3	0
6.	No answer	0	1	0
68.	How is the class program utilized to help students learn the difference between behavior which is acceptable and that not acceptable by society?			
1.	Time allotments are planned in the activity program for the illustration of good and bad social behavior	81	0	12
2.	Play is interrupted in activity classes when situations arise pertinent to the teaching of good and bad behavior ...	0	69	52
3.	No effort is made to indicate proper behavior by lecture or interrupting play	6	3	0
4.	Socially acceptable behavior is illustrated by planned lecture and interrupted play	12	21	25
5.	Other	0	0	11
6.	No answer	1	1	0

Exempted Village Schools

1. One hundred (100%) percent of the schools indicate that social behavior, skill, technique, and organic development are the most important outcomes from activities.

2. Fifty-six (56%) percent of the schools indicate that skill and technique in an activity are the only specifically planned for teachings.

3. Eighty-one (81%) percent of the schools indicate that social behavior is taught through specific time allotments in the curriculum.

4. Sixty-two (62%) percent of the schools indicate that sportsmanship is taught by means of interrupted play, utilizing a pertinent situation.

Conclusion

All the schools that returned questionnaires evidenced that they are vitally concerned with the whole personality of the pupil. It was thought that physical education should be concerned with more than skill and technique in activities. Yet more than half of the schools report that the teachings in the courses emphasize only skill and technique. More than eight out of ten schools pre-plan teachings relative to social behavior yet in six out of ten cases sportsmanship, which is a definite factor in social behavior, is taught only by interrupting play at appropriate intervals. There seems to be a wide divergence between theory and practice in exempted village schools relative to pupil outcomes. It is important that the divergence be corrected on the activity level in order to aid pupils in accomplishing developmental tasks.

City Schools

1. Ninety-three (93%) percent of the schools indicate that social behavior, skill and technique and organic development are the most important outcomes from activity.
2. Seventy-two (72%) percent of the schools indicate that history, skill, social courtesies, social behavior, and hygiene are the planned for teachings of an activity.
3. The majority, approximately seventy (70%) percent of the schools, indicate that sportsmanship and social behavior are taught by means of interrupted play utilizing a pertinent situation.

Conclusion

More than nine out of ten schools evidence a desire that physical education strive to achieve outcomes which are commensurate with emotional, psychological, social, and physiological facets of the personality. At the same time more than six out of ten schools reported that the teachings in physical education were geared to these objectives. Approximately seven out of ten cases indicated that sportsmanship and social behavior is taught by means of interrupted play at appropriate times. This is worthy but becomes more meaningful to pupils when combined with other techniques of teaching. Including classroom discussion and lecture as well as interrupted play situations in teaching social behavior would enable the teacher to emphasize the transfer concept from play activity to every-day living. In general the city schools seem to be aiming and practicing worthy outcomes from physical education courses.

Local Schools

Ninety-two (92%) percent of the schools indicate that social behavior, skill and technique and organic development are the most important outcomes from activity.

2. Sixty-four (64%) percent of the schools indicate that history, skill, social courtesies, social behavior and hygiene are the planned for teachings of an activity.

3. The majority, approximately fifty-four (54%) percent of the schools, indicate that sportsmanship and social behavior are taught by means of interrupted play, utilizing a pertinent situation.

Conclusion

There is almost complete unanimity among the schools that the planned outcomes from physical education should include those factors which reflect upon all facets of the pupil's personality. More than six out of ten schools teach in accordance with this principle. Namely, activity courses explore not only skill and technique but social behavior, etiquette, and safety pertinent to the activity. In more than half of the cases reported social behavior and sportsmanship is taught by means of interrupted play situations. This could be improved by the addition of other teaching methods to emphasize various points of interest and value. In general, the local schools are aiding students to realize the achievement of developmental tasks by emphasizing all factors related to activities.

Criteria for Coeducational Opportunities

Opportunities should be provided for coeducational activity classes in elementary and secondary schools. (Criteria 6, under "Program of Activities" p. 61.)

American culture mandates that boys and girls associate with each other. The need of bisexual association necessitates understanding of interests, desires and capabilities on the part of each sex with respect to the opposite sex. To further this understanding the physical education program must provide opportunity for coeducational classes in appropriate activities under qualified leadership. Coeducational physical education must be offered in elementary and secondary

school to be commensurate with the maturation pattern of students.²³

		<u>Percentage</u>		
<u>Questions Related to Coeducational Outcomes</u>		<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
62.	What is the status of coeducational physical education in your school?			
1.	None	87	59	64
2.	Scheduled activity classes in appropriate activities	12	10	24
3.	Corecreational and cointramural activities in appropriate activities	0	31	8
4.	Scheduled coeducational classes plus corecreational activities	1	0	4
5.	No answer			
63.	How many times per week does the average girl participate in coeducational physical education under school supervision?			
1.	Never	87	75	68
2.	At least once per week	12	24	20
3.	At least twice per week	0	0	12
4.	No answer	1	1	0
134.	Do you think that some portion of the curriculum in physical education should be devoted to coeducational activity?			
1.	Coeducational physical education should not be permitted in the curriculum .	6	3	7
2.	Coeducational activity should be conducted on a recreational basis only	53	42	46
3.	Conducted as an integral part of the physical education program with scheduled coeducational classes in appropriate activities	41	44	46
4.	No answer	0	1	1

²³ LaPorte, op. cit., p. 54

Conclusion

Principals are almost unanimous in agreeing that coeducational physical education should be presented either on a required or optional basis. However, approximately nine out of ten schools do not provide any coeducational physical education. Once again the actual practice within the curriculum falls short of the desired and agreed to ideal. The schools are not aiding students to further appreciate and understand the opposite sex.

City Schools

1. Fifty-nine (59%) percent of the schools do not provide coeducational physical education classes.

2. Ninety-six (96%) percent of the principals indicate that coeducational physical education should be offered either on a required or recreational basis.

Conclusion

Principals evidence great unanimity of thought relative to coeducational physical education. They believe that some type of physical activity of a coeducational nature should be offered in the curriculum. More than half of the schools do not present coeducational opportunities in physical education to students. From these facts it is evident that the programs are not utilizing their media in aiding students to develop understandings of the opposite sex.

Local Schools

1. Sixty-four (64%) percent of the schools do not provide coeducational

physical education classes.

2. Ninety-two (92%) percent of the principals indicate that coeducational physical education should be offered either on a required or recreational basis.

Conclusion

Almost all of the administrators are in favor of coeducational activity classes. There is very little opportunity within the program, however, for students to participate in coeducational physical education. At least this is the situation in the majority of schools, more than six out of ten cases reporting.

It is obvious that the schools are remiss in presenting coeducational opportunities to pupils.

Criteria for Student Planning and Evaluation

Students should participate in planning and evaluating their physical education experience. (Criteria 7, under "Program of Activities" p. 61.)

Under the supervision and authority of the teacher students should assist in planning and evaluating the class situation. This enables the student to more fully understand personal ability, respect other ability, organize with respect to existing conditions, and more fully appreciate the learning experience. Student progress should be evaluated in terms of achievement relative to the skill and associated learnings of an activity.²⁴

²⁴

Department of Education, State of Ohio, op. cit., p. 90.

<u>Questions Related to Student Planning and Evaluation</u>		<u>Percentage</u>		
		<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
68.	Are the girls expected to participate in the planning and evaluating of their activity classes?			
1.	Girls have no role in planning or evaluating their activity classes....	50	28	26
2.	Girls assist in planning but not in evaluating their activity classes....	37	34	40
3.	Girls assist in evaluating but not in planning their activity classes...	0	10	12
4.	Girls assist in planning and evaluating their activity classes	12	28	22
5.	No answer	1	0	0
79.	How is student progress evaluated in physical education?			
1.	No evaluation procedure	0	0	8
2.	Attendance and skill	25	31	36
3.	Attendance, skill, knowledge of game, social behavior	69	69	52
4.	Other	6	0	0
5.	No answer	0	0	4

Exempted Village Schools

1. Fifty (50%) percent of the schools report that girls have no participating role in either planning or evaluating their physical education classes.

2. Sixty-nine (69%) percent of the schools report that student progress is measured in terms of attendance, skill, knowledge of game and social behavior.

Conclusion

At least half of the schools do not allow girls to participate in planning or evaluating their courses. In so doing pupils are not being granted the opportunity for self-criticism or evaluation as based upon

existing situations. Since they will be forced to plan and evaluate in later life, the school in not presenting these opportunities to girls is not fulfilling its expected role.

Almost seven out of ten schools report that progress is measured in terms of many factors, all of which reflect total personality. Yet in previous questions exempted village schools indicated that they taught only skill and technique in the majority of cases. It is not logical to judge or evaluate pupils according to teachings not included within the course.

City Schools

1. Seventy-two (72%) percent of the schools report that girls participate in either planning or evaluating, or both, their experience in physical education.

2. Sixty-nine (69%) percent of the schools indicate that student progress is measured in terms of knowledge, skill, social behavior, history and strategy pertinent to the activity.

Conclusion

Approximately seven out of ten schools, a large majority, do present opportunities to girls for planning or evaluating their class situations. This is a valuable aid in preparing pupils for later life decisions. Also the same approximate number of cases indicates that girls are judged upon factors which reflect their total development.

Local Schools

1. Seventy-four (74%) percent of the schools report that girls

participate in either planning or evaluating, or both, their physical education experience.

2. Fifty-two (52%) percent report that student progress is measured in terms of knowledge, skill, social behavior, history and strategy pertinent to the activity.

Conclusion

A large majority, seven out of ten cases, report that girls do have a share in planning or evaluating physical education experiences. Also slightly more than half of the schools assert that students are judged on a multiplicity of factors which upon analysis indicate that the schools are concerned with more than the skill aspects of physical education.

Criteria for Classification of Students

Students should be classified in order that activities provide competition among girls in similar developmental age levels. (Criteria 8, under "Program of Activities" p. 61.)

Homogenous grouping of students based upon medical examination, need, interest, and development must be provided in the instructional class program. Classification based upon these criteria enhances the teaching-learning situation and lessens the probability of girls being placed into competition with other girls more mature.²⁵

²⁵ LaPorte, op. cit., p. 48.

<u>Questions Related to Classification</u>		<u>Percentage</u>		
		<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
59.	How are girls, capable of unlimited activity in the instructional class program classified?			
1.	Assigned at random according to free period	62	24	32
2.	Class or grade	25	62	48
3.	Medical examination and grade	6	10	4
4.	Medical examination, degree of development, skill, need, interest..	6	3	8
5.	No answer	1	1	8

Exempted Village Schools

1. Eighty-seven (87%) percent of the schools report that girls are placed into physical education classes on the basis of grade or free period.

Conclusion

Almost all of the schools indicate that girls are classified with respect to grade or free period. In fact, in more than six out of ten cases classification is non-existent, free period being the method of assignment to physical education. These facts tend to suggest that the schools do not regard developmental level of much importance in physical education.

City Schools

1. Eighty-six (86%) percent of the schools report that girls are placed into physical education classes on the basis of grade or free period.

Conclusion

Since more than eight out of ten schools assign girls to physical education classes only on the basis of grade or free period they are not emphasizing to a sufficient degree classification according to need, interest and developmental level.

Local Schools

1. Eighty (80%) percent of the schools report that girls are placed into physical education classes on the basis of grade or free period.

Conclusion

The schools are not meeting established standards concerning classification of girls in physical education since eight out of ten cases assign girls to class on the basis of free period or grade.

Girls' Adapted Physical Education

Introduction

The heritage of America has always included an almost sacrosanct concern for the welfare of individuals. America has achieved its eminent status because there has been due regard granted the dignity and worth of each citizen. The feelings toward individual liberty and pursuit of opportunity were aptly illustrated during the ratification procedure of the Constitution. Although a superbly just document in its original form, a Bill of Rights, guaranteeing individual civil liberties was thought necessary before ratification could be procured. Thus in its infancy this country evidenced concern and guaranteed justice for all men.

Yet when such terms as respect for the individual or freedom of choice are employed today it is usually with respect to the normal seeking the extraordinary. The Horatio Alger stories in this society are not fiction. Many men have risen above their economic origins. Others have been eulogized for their bravery or devotion to duty. Nevertheless, these are normal men who have risen above their fellows. These men have unmeaningfully placed another group of citizens, also deserving of respect, into the background. These are the handicapped persons, handicapped either physically, emotionally, or psychologically to the extent that they are not considered part of the norm. These individuals are the extraordinary few who seek no more than normality.

It behooves the American culture to be cognizant of this group and guarantee to them the same rights and privileges that are guaranteed to the ordinary man.

In this chapter an analysis will be made concerning the function of physical education with respect to the atypical or handicapped child. The analysis will include the following sub-divisions:

1. Teaching Climate
2. Handicapped Students in the Regular Program
3. Facilities for the Handicapped

Criteria for Teaching Climate

Activities provided for handicapped pupils should be conducted in a socially and emotionally healthy atmosphere. (Criteria 1, under "Adapted Program" p. 61.)

A socially and emotionally healthy atmosphere for handicapped pupils indicates the need for small homogenous classes in this area. The type class organization enhances the possibility for individual attention for handicapped pupils.²⁶

²⁶ LaPorte, op. cit., pp. 55-57.

<u>Questions Related to Teaching</u> <u>Climate</u>		<u>Percentage</u>		
		<u>Exempted</u> <u>Village</u>	<u>City</u> _____	<u>Local</u> _____
69.	Where is the program for individual physical education for girls conducted?			
1.	No individual physical education program	62	69	48
2.	Within the instructional class program	37	31	40
3.	Within special classes	0	0	8
4.	No answer	1	0	4
70.	What is the average number of girls per instructor in the individual physical education program?			
1.	Twenty or more girls per instructor.	37	31	36
2.	Ten to twenty girls per instructor..	6	3	20
3.	Ten or fewer girls per instructor...	12	0	4
4.	No program	43	65	36
5.	No answer	2	1	4
72.	What provision is made for girls in need of individual physical education if no special program is available?			
1.	Girls participate in the regular program as well as their disability permits	18	41	60
2.	Girls are excused from physical education	62	58	28
3.	Girls work in clerical or locker room capacity to fulfill their require- ment.....	18	0	4
4.	No answer	2	1	8

Exempted Village Schools

1. Sixty-two (62%) percent of the schools indicate that no provisions are made for handicapped students in the physical education program. They are excused from the program.

2. Thirty-seven (37%) percent of the schools indicate that the individual program is carried on within the regular class program.

3. Eighteen (18%) percent of the schools report individual physical education classes with fewer than twenty pupils per instructor.

Conclusion

More than six out of ten schools indicate that no provisions are made for handicapped pupils in the physical education program. Approximately four out of ten cases report that girls with disabilities are included within the regular program to the degree that the disability permits. However, as the schools have signified, the handicapped child is arbitrarily excused from activity in the majority of cases. Therefore, physical education does not contribute its share to handicapped girls attempting to achieve new developmental levels.

City Schools

1. Sixty-nine (69%) percent of the schools indicate that no provisions are made for handicapped students in the physical education program. Fifty-eight (58%) percent of the schools report that girls are excused from physical education.

2. Forty-one (41%) percent of the schools report that the individual program is carried on within the regular class program.

3. Three (3%) percent of the schools report individual physical education classes with fewer than twenty pupils per instructor.

Conclusion

The handicapped girl is almost completely neglected in city schools with respect to physical education. Almost seven out of ten schools signify that no provisions are made in physical education for the

disabled girl. Roughly four out of ten cases indicate an attempt to place handicapped pupils into the regular activity program. Yet in only three out of one hundred cases do the regular classes contain fewer than twenty persons. Obviously small homogeneous classes are not being provided for handicapped pupils in physical education.

Local Schools

1. Forty-eight (48%) percent of the schools indicate that no special provisions are made for handicapped students in the physical education program.
2. Sixty (60%) percent of the schools report that handicapped girls participate in the regular class program as well as their disability permits.
3. Twenty-four (24%) percent of the schools report individual physical education classes with fewer than twenty pupils per instructor.

Conclusion

A plurality of schools report no special provisions for girls who are handicapped in physical education. However, six out of ten schools place handicapped pupils within the normal activity program indicating that there is no blanket excuse from physical education for the atypical and also that the schools must feel that there is value to be derived from this program for the handicapped. However, since approximately seven out of ten schools report classes with more than twenty pupils enrolled, small homogeneous classes are not being provided for the handicapped.

Criteria for Handicapped Pupils in the Regular Program

Whenever possible, pupils of the normal program should be placed in the regular activity classes. (Criteria 2, under "Adapted Program" p. 61.)

An important emotional and social factor for physically handicapped pupils is that they be placed whenever physically possible in association with normal students. To do so fosters understanding and acceptance between the groups and expands after school play horizons of the handicapped. This does not preclude the need for homogenous grouping of the handicapped students in the greater portion of their physical education.²⁷

<u>Questions Related to Handicapped Pupils in the Regular Program</u>	<u>Percentage</u>		
	<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
73. Are students in the individual physical education program ever placed into regular class activities with students capable of unlimited activity?			
1. Never	25	38	16
2. When a particular student can safely participate in the regular class activity program	75	62	64
3. An effort is made to introduce students into the regular class program by modifying the regular program for short intervals.....	0	0	4
4. No answer	0	0	16

²⁷

George T. Stafford, Sports for the Handicapped, pp. 42-43.

Exempted Village Schools

1. Seventy-five (75%) percent of the schools report that handicapped pupils engage in physical education activity with normal pupils.

2. No schools report that normal activities are modified for short intervals to allow handicapped students to participate.

Conclusion

Although three-fourths of schools signify that handicapped pupils engage in some physical education with normal pupils, no schools indicate that regular activities are modified at short intervals so that the handicapped may participate to a greater degree. This is important in order to establish within the normal group of pupils an understanding of the handicapped.

City Schools

1. Sixty-two (62%) percent of the schools report that handicapped pupils engage in physical education activity with normal pupils.

2. No schools report that normal activities are modified for short intervals to allow handicapped students to participate.

Conclusion

Approximately six out of ten schools report that handicapped girls engage in activity of the normal program at some time. However, since there is no attempt to modify or adapt the regular activities to include the atypical girl it is a question as to the amount of participation that occurs. The schools should make a greater effort to include

handicapped girls in physical education.

Local Schools

1. Sixty-four (64%) percent of the schools report that handicapped pupils engage in physical education activity with normal pupils.
2. Four (4%) percent of the schools report attempts to modify the activity program in order to include the handicapped child.

Conclusion

More than six out of ten schools assert that there are handicapped girls who participate in the activity program. These girls are fortunate in that their disability permits them to participate in occasional sports and games. Other handicapped individuals may not be that fortunate since almost the entire number of reported cases indicate no attempt to modify the program to include the handicapped. This situation indicates a need of change by the schools.

Criteria for Facilities for the Handicapped

Special facilities should be available in the individual program for those pupils who might benefit from them. (Criteria 3, under "Adapted Program" p. 61.)

The individual physical education program necessitates that special facilities be made available for the handicapped student. These include shuffleboard courts, table tennis, quoits, etc., as well as therapeutic apparatus.

28

28

Arthur S. Daniels, Adapted Physical Education, p. 125.

<u>Questions Related to Facilities for the Handicapped</u>	<u>Percentage</u>		
	<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
71. Are indoor and outdoor facilities for modified activities available?			
1. None of the above type facilities available	37	41	36
2. Facilities available but limited....	62	58	52
3. Facilities available in sufficient quantity to meet needs	0	0	8
4. No answer	1	1	4

Exempted Village Schools

1. Sixty-two (62%) percent of the schools report limited facilities for modified activities.

Conclusion

More than six out of ten schools report some specialized equipment for modified physical education.

City Schools

1. Fifty-eight (58%) percent of the schools report limited facilities for modified activities.

Conclusion

Special facilities are provided in limited amounts in approximately six out of ten schools for physical education.

Local Schools

1. Fifty-two (52%) percent of the schools assert that there are limited facilities for modified activities.

Conclusion

In the majority of schools, more than half, there are the necessary special facilities available for an adapted physical education program.

Girls' After School Physical Education Program

Introduction

There is a great urge among people for recreational activities. The interest to discover ways and means for leisure time pursuits is present regardless of the situation or place people may be in. Consider the plight of prisoners in the last war. Even though placed in servitude, imagination enabled many to find solace and relief with countless different recreational activities. The conditions were certainly not conducive to familiar leisure time pursuits but substitutions were found and enjoyed. Or consider the recreational plight of boys and girls in great metropolitan areas. There are not sufficient playgrounds or play space yet a myriad of games and activities have developed on the streets or sidewalks. In New York, for instance, there are games such as boxball, stickball, kick the can, stoopball, and many others. These activities are almost indigenous to this city.

Having considered the need of individuals for recreational activity it becomes a necessary part of the school curriculum to provide as best possible, means of satisfying the need. The activity programs in physical education teach games and sports which may be enjoyed during leisure time. However, the school's responsibility does not end there. It must also throw open the doors to girls and boys for after school activities. The form which the activities achieve may vary. It may be strictly recreational, organized on an intramural or an interscholastic basis. But the space facilities and supervision must be made available to youth in order that leisure time habits be developed

which are worthy and a credit to the individual and society.

In this section, dealing with after school programs of girls, the following areas will be analyzed:

1. Intramural Program
2. Interscholastic Program
3. Recreation Program

Criteria for Intramural Program

Provision should be made for students to apply skills learned in the instructional class program in intramural activities. (Criteria 1, under "After School Program, p. 62.)

An intramural program is necessary for those students desirous of individual and team competition on a higher skill-strategy level than is available in instructional classes. The program should include a variety of activities to accommodate the desires and needs of as many students as possible. As a portion of the student's physical education, this program should be financed by school funds. A minimum of two activities should be offered per sport season.²⁹

²⁹ LaPorte, op. cit., p. 58.

		<u>Percentage</u>		
<u>Questions Related to Intramural Program</u>		<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
100.	Which of the following activities are offered in the girls' intramural activity program? Basketball Volleyball Softball Gymnastics & Tumbling Field Hockey Golf Archery Fencing Swimming Badminton Tennis Speedball			
Results are indicated in terms of the total number of activities offered.				
Total Activities:	None	1	2	6
	One	2	1	4
	Two	2	1	5 Med
	Three	6 Med	5	5
	Four	3	8 Med	2
	Five	1	2	1
	Six	2	10	0
	Seven	0	0	0
	Eight			
	No Answer	0	0	0
96.	How is the girls' intramural program financed?			
	1. No girls' intramural program.....	12	14	36
	2. Board of Education funds	56	65	24
	3. Athletic gate receipts	6	10	8
	4. Board of Education funds and athletic gate receipts	18	10	24
	5. No answer	8	1	8
97.	What is the limiting factor in your intramural program?			
	1. Inadequate finances	0	0	4
	2. Inadequate facilities	18	44	0
	3. Lack of available leadership	6	14	8
	4. Lack of student time due to rigid bus schedule	12	10	32
	5. A combination of above factors	25	7	32
	6. Others	18	3	4
	7. No limiting factor	21	22	16
	8. No answer	0	0	4

Exempted Village Schools

1. The median number of activities offered in the girls' intramural program is three.
2. Fifty-six (56%) percent of the schools finance the intramural program through Board of Education funds.
3. The schools indicate that limiting factors in the intramural program stem from a variety of factors.

Conclusion

The majority of schools, almost six out of ten, indicate that intramurals are an intrinsic part of the school curriculum since they finance this area of the program with school funds. However, the median number of activity offerings is only three which is sub-standard. The limiting factors appear to be varied with some emphasis upon inadequate facilities. In general, the facts would indicate that although an intramural program for girls is in existence it is not given sufficient emphasis.

City Schools

1. The median number of activities offered in the girls' intramural program is four.
2. Sixty-five (65%) percent of the schools finance the intramural program through Board of Education funds.
3. The plurality of schools, forty-four (44%) percent, indicate that inadequate facilities limit the program.

Conclusion

Six out of ten schools finance intramurals for girls with Board of Education funds. This is a healthy situation. However, the median number of activities in the program is limited to four. This is below the minimum criterion and in all probability excludes some girls from the program. The greatest deterrent to an increased scope of activities seems to be the lack of facilities. Almost half of the schools signify that inadequate facilities limit the program.

In general, although accepting the principle and offering a program of intramurals for girls, the schools are falling short in aiding girls to achieve their needs in this respect.

Local Schools

1. The median number of activities offered in the girls' intramural program is two.
2. Thirty-six (36%) percent of the schools indicate no girls' intramural program.
3. Thirty-two (32%) percent of the schools presenting an intramural program depend in part upon athletic receipts for finances.
4. The major limiting factor in the program appears to be inadequate student time.

Conclusion

The situation relative to intramural programs in local schools is made difficult by the limiting factor of a very rigid student bus schedule. There is, however, a lack of concern by the schools for this

phase of physical education. Almost four out of ten schools report no program for girls at all. In the schools where intramurals exist only two activities are offered generally and finances are obtained in multifarious ways not generally through school board funds.

Local schools are not providing adequate intramural programs for girls.

Criteria for Interscholastic Program

Interscholastic sports experiences should be provided and administered by schools for secondary school students who can benefit from them.

(Criteria 2, under "After School Program, p. 62.)

In order to fulfill the desires and needs of certain girls in physical education, the program must include activity on a higher level of skill, strategy and competition than is found in the instructional class or intramural programs. To meet this need, interscholastic sports experiences in a variety of activities under direct school supervision must be provided. The interscholastic experiences should be in the form of play days or scheduled competition between varsity teams. Since the interscholastic program is contributing to the formal education of certain girls, it must be considered an integral part of the school curriculum.

³⁰ Department of Education, State of Ohio, op. cit., p. 73.

<u>Questions Related to Interscholastic Program</u>		<u>Percentage</u>		
		<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
93.	Is interscholastic competition for girls provided and maintained?			
1.	None	43	45	64
2.	Organized girls' teams compete against like teams from other schools in appropriate activities	37	34	20
3.	Play days or sport days are organized in appropriate activities	18	21	16
4.	No answer	2	0	0
98.	Which of the following activities are offered in the girls' interscholastic team athletic program?			
	Basketball			
	Softball			
	Field Hockey			
	Archery			
	Swimming			
	Tennis			
	Volleyball			
	Gymnastics & Tumbling			
	Golf			
	Fencing			
	Track and Field			
	Bowling			
	Speedball			
	Others			
	Results are indicated in terms of the total number of activities offered:			
	Total Activities Offered: None	9 Med	15 Med	12 Med
	One	1	3	1
	Two	1	4	3
	Three	4	2	3
	Four	1	3	1
	Five	0	2	3
99.	Which of the following activities are offered in the girls' extramural sport day program?			
	Basketball			
	Softball			
	Field Hockey			
	Swimming			
	Tennis			
	Archery			
	Volleyball			
	Golf			
	Track & Field			
	Fencing			
	Bowling			
	Speedball			
	Results are indicated in terms of the total number of activities offered:			

		<u>Percentage</u>		
		<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
Total Activities Offered:	None.....	5	14	13 Med
	One	2 Med	9 Med	1
	Two	3	3	2
	Three	4	1	5
	Four	0	1	0
	Five	0	1	2
	Six	0	0	1
94.	What leadership is provided for the girls' interscholastic program?			
	1. No girls' interscholastic program ...	43	45	48
	2. Undertaken by men certified in physical education	0	0	20
	3. Undertaken by women certified in physical education	56	52	32
	4. Undertaken by personnel not certified in physical education	0	0	0
	5. No answer	1	3	0
95.	How are finances obtained for the girls' interscholastic program?			
	1. No girls' interscholastic program ...	43	45	72
	2. Gate receipts from boys' athletics...	6	7	12
	3. Gate receipts from boys' athletics plus assistance from regular school funds	0	0	0
	4. Others	43	44	16
	5. No answer	1	4	0

Exempted Village Schools

1. Forty-three (43%) percent of the schools indicate no interscholastic competition for girls.
2. Fifty-five (55%) percent of the schools provide some type of interscholastic experience for girls.
3. The majority of schools do not provide interscholastic experience on a variety team basis.
4. The median number of activities per sport is between one and two.

5. Leadership is provided by women certified in physical education.
6. Finances are obtained in an unknown manner, not, however, from the Board of Education.

Conclusion

A few more than half of the schools indicate that there is some form of interscholastic experience for girls in athletics. For the most part this experience is in the form of sport days rather than in organized, varsity competition. The median number of activities in the sport day program is between one and two. Wherever there is interscholastic experience leadership is provided by women physical education teachers. Finances in four out of five schools offering a program are derived from boys' athletic receipts with assistance in some form from school funds.

Obviously, from the facts just mentioned, girls do not have a very broad or financially sound interscholastic program. In almost half of the schools there is no interscholastic play experience provided for girls at all. Considering these facts it is assumed that the needs of girls relative to out of school sport experience are not being met.

City Schools

1. Forty-five (45%) percent of the schools indicate no interscholastic competition for girls.
2. Fifty-five (55%) percent of the schools provide some type of interscholastic experience for girls.

3. The majority of schools do not provide interscholastic experience on a varsity team basis.

4. The median number of activities per sport day is one.

5. Fifty-two (52%) percent of the schools provide leadership for the program with women certified in physical education.

6. Finances are obtained in an unknown manner, not, however, from the Board of Education.

Conclusion

Although slightly more than half of the schools assert that they provide some interscholastic activity for girls it is limited. The majority of cases report that the only activity is in sport days and the median number of activities offered is one. In nine out of ten cases offering interscholastic activity, leadership is provided by women certified in physical education. Finances in these programs were secured in many ways not, however, from Board of Education funds.

The offerings are too limited to provide sufficient interscholastic experiences for girls. The methods of financing existing programs contradicts the established belief that the interscholastic program is an integral part of the school curriculum.

Local Schools

1. Sixty-four (64%) percent of the schools indicate no interscholastic competition for girls.

2. The majority of schools offer no activities on a varsity or sport day basis.

Conclusion

Since roughly seven out of ten schools assert no interscholastic competition for girls and the median number of varsity or sport day activities offered is zero, it is indicated that local schools do not provide interscholastic sport experiences for girls.

Criteria for Recreation Program

Facilities and supervision should be provided for all students during after school hours. (Criteria 3, under "After School Program" p. 62.)

In order to promote healthy, safe, after school recreation for pupils, the school should provide facilities and supervision for the benefit of all students. The limitation in many areas of play space exclusive of school facilities, coupled with the rise in juvenile delinquency throughout Ohio, indicate that the schools must contribute in the efforts to provide wholesome outlets for after school student energy.³¹

<u>Questions Related to Recreation</u>	<u>Percentage</u>		
	<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
80. Are school facilities available for use by girls, not on interscholastic teams, after regular school hours?			
1. School facilities are closed after regular school hours	25	17	68
2. Outdoor facilities are available to students after school hours	25	3	16
3. Indoor facilities are available to students after school hours	0	14	0
4. Indoor and outdoor facilities are available to students after school..	50	65	16
5. No answer	0	1	0

³¹Louis L. Means, The Organization and Administration of Intramural Sports, p. 21.

		<u>Percentage</u>		
		<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
81.	Is supervision provided for students not on interscholastic teams using after school facilities?			
1.	No supervision available after school Hours	50	27	80
2.	Supervision of indoor but not outdoor facilities	12	17	4
3.	Supervision of outdoor but not indoor facilities	0	0	0
4.	Supervision is provided for all facilities	37	55	16
5.	No answer	1	1	0

Exempted Village Schools

1. Seventy-five (75%) percent of the schools provide outdoor play space during after school hours.
2. Fifty (50%) percent of the schools provide indoor play space during after school hours.
3. Fifty (50%) percent of the schools indicate that no supervision is provided for after school play space.

Conclusion

Three-quarters of the schools provide outdoor play space for girls after school hours. Half of the schools also have indoor space available for the use of girls. Supervision of these facilities is limited to half of the schools.

In general, the schools are providing adequate recreational play space for girls.

City Schools

1. Sixty-five (65%) percent of the schools provide indoor and outdoor play space for pupils.
2. Fifty-five (55%) percent of the schools provide supervision of the available facilities.

Conclusion

Roughly seven out of ten schools report that indoor and outdoor facilities are available for girls during after school hours. Supervision is provided for these facilities.

The city schools are providing adequate recreational play space in the majority of cases.

Local Schools

1. Sixty-eight (68%) percent of the schools indicate that school facilities are closed after regular school hours.
2. Eighty (80%) percent of the schools report that no supervision is available for after school hour play space.

Conclusion

The majority of schools, seven out of ten cases, report that school facilities are closed after regular school hours.

The rigid bus schedule usually removes pupils from the school vicinity thereby complicating after school recreation. Unless the bus schedules are changed in these localities it is impossible for school facilities to be utilized in after school recreation.

Space and Facilities for the Girls' Program

Introduction

A constant threat to a well-rounded physical education program is the almost prohibitive cost of the facilities needed for conducting the activities. Locker rooms, shower rooms, gymnasias, supplementary play areas, turf and grading of field space, not only require a large initial outlay but demand costly maintenance as well.

The expense for facilities is even more of a problem today than in the past. Everyone realizes that there is critical shortage of classrooms in America and as usual an equally critical dearth of capital for financing a building program. Therefore, local boards of education are faced with the necessity of allocating existing funds where the greatest needs exist.

It seems important that physical education realize an equitable share of existing money. In the past school building programs have neglected this area of the program with the result that the programs have suffered and pupils denied the opportunity for participation in sports, games and rhythms.

The carpenter is rendered relatively impotent without a hammer, saw, level, and other necessary tools. The physical education teacher is in dire straits when not provided with a gymnasium, field space, pool, and locker facilities. These are necessary tools for his work.

In this section an analysis will be made of the following areas:

1. Outdoor Play Areas
2. Indoor Play Areas
3. Locker Room, Showers and Personal Equipment

Criteria for Outdoor Play Areas

The outdoor play area should provide adequate space for conducting a modern program of physical education activities and is readily accessible to students. (Criteria 1, under "Space and Facilities" p. 63.)

A well-balanced physical education program necessitates outdoor facilities. They are necessary in order to teach the common outdoor team and individual sports of American culture. The facilities must be free from hazards, lined for class use, and in proximity to the school. Facilities removed from the vicinity of the school provide possible use by the intramural or interscholastic program but do not meet the needs of the instructional class program.³²

The outdoor play area provides adequate space for conducting a modern program of physical education activities and is readily accessible to students.

		<u>Percentage</u>		
<u>Questions Related to Outdoor Play Space</u>		<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
85.	Is the available outdoor play space for girls large enough to conduct class activities without crowding or limiting the selection of activities?			
1.	No outdoor play space available	0	21	0
2.	Outdoor play space is too small to permit play without crowding and necessitates a limited selection of activities	31	34	20
3.	Outdoor play space available	69	45	80
4.	No answer			

³²

Voltmer and Esslinger, op. cit., p. 208.

		<u>Percentage</u>		
		<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
87.	Are areas of the outdoor playing space devoted to special activities? (Tennis, shuffleboard, handball, etc.)			
1.	No special facilities	62	75	52
2.	Special areas designated but not permanently lined	25	17	40
3.	Special areas designated and permanently lined.....	12	7	8
4.	No answer	1	1	0
86.	Are the outdoor facilities for instructional class periods in proximity to the school?			
1.	No outdoor facilities	0	17	0
2.	Ten minutes or longer walk from school	0	3	0
3.	Five to ten minutes walk from school	18	21	4
4.	Adjacent to school	81	58	96
5.	No answer	1	1	0

Exempted Village Schools

1. Sixty-nine (69%) percent of the schools indicate ample outdoor play space available.

2. Sixty-two (62%) percent of the schools indicate no special facilities.

3. Eighty-one (81%) percent of the schools indicate facilities adjacent to the school.

Conclusion

In approximately seven out of ten schools outdoor play space is provided for girls. In almost the same number of cases this space is not fully utilized since there is very little attention given to marking or lining the existing area for certain activities which necessitate

this particular attention. Almost every school reports that the outdoor play space is within a ten minute walk from the school buildings. These facts indicate that exempted village schools have ample outdoor play space but these areas are in need of more specialization to permit a greater variety of activities.

City Schools

1. Forty-five (45%) percent of the schools report ample outdoor play space.

2. Fifty-five (55%) percent of the schools indicate that the outdoor play space is either too limited for a full selection of activities or non-existent.

3. Seventy-five (75%) percent of the schools report that there are no specially designated outdoor areas for games such as handball, shuffleboard, etc.

4. Fifty-eight (58%) percent of the schools report that the existing outdoor play area is adjacent to the school.

Conclusion

More than half of the schools assert that the physical education curriculum is being curtailed due to too limited outdoor space or no outdoor space at all. Three-fourths of the cases reporting facilities indicate a play area without design for special activities. In six out of ten cases reporting facilities, the outdoor area is adjacent to the school.

Due to the increased cost of land within cities and the more crowded

conditions which exist, it is not unusual to discover poor outdoor play space for pupils. Yet, due to these conditions, the need for play areas increases and the city schools are not meeting the needs of children in this respect.

Local Schools

1. Eighty (80%) percent of the schools report ample outdoor play space.
2. Seventy-five (75%) percent of the schools report no special facilities.
3. Ninety-six (96%) percent of the schools report that outdoor space is adjacent to the school.

Conclusion

The vast majority of local schools report ample outdoor play space for girls in proximity to the schools. However, there is little evidence that the ample out-of-doors play space is utilized for specialized activities. In three-fourths of the schools there is no design for games such as tennis, handball, or shuffleboard. This fact detracts from an otherwise adequate outdoor play situation in local schools.

Criteria for Indoor Play Areas

There should be adequate indoor space provided to accommodate existing class sizes. (Criteria 2, under "Space and Facilities" p. 63.)

Physical education, by the nature of its activities, must have adequate indoor space to conduct indoor activities. The space must include a gymnasium plus subsidiary small rooms for special activities.

A well-developed program of physical education includes aquatic activities which necessitates swimming facilities. The school must have its own swimming pool or access to a community pool for instructional class use.^{33,34}

		<u>Percentage</u>		
<u>Questions Related to Indoor Play Space</u>		<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
83.	Is the available indoor play space for girls large enough to conduct class activities without crowding or limiting the selection of activities?			
1.	No indoor play space available	0	0	0
2.	Indoor play space is too small to permit play without crowding and necessitates a limited selection of activities	56	48	36
3.	Ample indoor play space available....	43	52	64
4.	No answer	1	0	0
82.	What indoor play space is available to accommodate inside instructional class activities?			
1.	One gymnasium provided	75	90	88
2.	One gymnasium plus small rooms adequate for accommodating special activities are provided	18	3	8
3.	More than one gymnasium plus small rooms for special activities are provided	6	7	4
4.	Others	0	0	0
5.	No answer	1	0	0
88.	Are swimming facilities available for use in the instructional class period for girls?			
1.	No facilities available	81	93	100
2.	Off-campus swimming facilities available	12	3	0

³³LaPorte, op. cit., p. 43.

³⁴Ibid., p. 42.

	<u>Percentage</u>		
	<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
3. Swimming facilities available on school grounds	6	3	0
4. No answer	1	1	0

Exempted Village Schools

1. Fifty-six (56%) percent of the schools report indoor facilities too limited for a full selection of activities.
2. Seventy-five (75%) percent of the schools report that the indoor play space consists of one gymnasium.
3. Eighty-one (81%) percent of the schools report no access to swimming facilities.

Conclusion

In slightly more than half of the schools activity offerings are limited due to inadequate indoor facilities. Three-fourths of the returns indicated that the extent of indoor play space was one gymnasium. Eight out of ten schools report that there is no access to swimming facilities for girls.

The majority of schools do not provide adequate indoor facilities for physical education.

City Schools

1. Fifty-two (52%) percent of the schools report ample indoor play space.
2. Forty-eight (48%) percent of the schools indicate inadequate indoor play space.
3. Ninety (90%) percent of the schools report that indoor play place consists of one gymnasium.

4. Ninety-three (93%) percent of the schools indicate no access to swimming facilities.

Conclusion

Approximately half of the schools have limited physical education programs due to inadequate indoor space. In fact, since only a very few schools have access to swimming facilities and nine out of ten schools have no subsidiary indoor play areas it seems certain that the majority of schools do limit programs because of inadequate facilities.

In general, city school indoor physical education facilities do not accommodate existing class sizes.

Local Schools

1. Sixty-four (64%) percent of the schools report ample indoor space.
2. Eighty-eight (88%) percent of the schools indicate that the indoor play area consists of one gymnasium.
3. One hundred (100%) percent of the schools report the absence of any swimming facilities.

Conclusion

More than six out of ten schools assert that there is ample indoor space for physical education classes. This evidently does not include facilities for swimming or subsidiary rooms necessary for certain activities. However, class size in local schools is usually small enough that one gymnasium suffices for a variety of activities. Yet no school reports swimming facilities available for girls.

Local schools have adequate indoor play space with the exception of swimming facilities.

Criteria for Locker Room, Showers, and Personal Equipment

Locker room and shower facilities should be provided for the use of students. (Criteria 4, under "Space and Facilities" p. 63.)

The school undertakes the responsibility for student health and well-being during the school day. In accordance with this policy the school supplies towels and gymnasium uniforms for the instructional class program. Shower room and locker facilities are also provided for student use. Unless these items are controlled, the school is not meeting their obligation to the development of worthwhile student health habits and personal hygiene.³⁵

		<u>Percentage</u>		
<u>Questions Related to Shower, Locker Room, and Personal Equipment</u>		<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
90.	Are showers taken by girls after instructional class periods?			
1.	No shower facilities available	25	34	28
2.	Girls are requested to take showers after activity; not a mandatory requirement	62	38	60
3.	Showers are mandatory after activity class	12	27	12
4.	No answer	1	1	0
92.	Are individual locker facilities provided for girls?			
1.	No locker facilities are available for class program	18	10	44

³⁵ LaPorte, op. cit., p. 44.

		<u>Percentage</u>		
		<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
2.	Lockers are shared by girls	62	41	32
3.	Individual lockers provided for girls	18	48	24
4.	No answer	2	1	0
The school supplies personal equipment (towels, uniforms) for students in the instructional class program.				
91.	Are towels made available for girls' use by the school?			
1.	No towel service by school	43	62	60
2.	Towels supplied to students and a fee charged	0	10	8
3.	Towels supplied to students at school expense	0	0	4
4.	Students bring their own towels	56	27	28
5.	No towels	1	1	0
65.	Does the school furnish appropriate gymnasium attire to girls for physical education classes?			
1.	No clothing furnished	93	90	88
2.	Appropriate clothing furnished and a fee charged to students	6	10	8
3.	Appropriate clothing furnished to girls at school expense	0	0	0
4.	No answer	1	0	4
64.	Do girls wear appropriate clothing while participating in the physical education program?			
1.	Street clothes are worn	6	0	12
2.	Some girls change from street clothing to gymnasium attire	6	7	32
3.	All girls change from street clothing to gymnasium attire	87	93	52
4.	No answer	1	0	4

Exempted Village Schools

1. Seventy-four (74%) percent of the schools provide shower facilities for girls. Twelve (12%) percent of the schools require girls to shower after activity classes.

2. Eighty (80%) percent of the schools provide locker facilities for girls. Eighteen (18%) percent of the schools provide individual locker facilities.

3. Eighty-seven (87%) percent of the schools report that girls change from street clothing to gymnasium attire for activity classes.

4. No schools supply towels for girls' use.

5. Ninety-three (93%) percent of the schools indicate that no gymnasium clothing is furnished to students.

Conclusion

Approximately nine out of ten schools indicate that girls wear appropriate costume when engaging in activity classes. The gymnasium uniform is not furnished by the schools nor is towel service provided girls in the majority of cases. Although three-fourths of the schools have shower facilities for girls only one in ten cases indicates that girls are required to shower following activity. In eight out of ten schools lockers are available for student use.

From these figures it appears that the schools are providing some of the necessary facilities for hygiene activity. It seems important that the schools strengthen this effort by requiring showers after activity, providing towel service and by taking a more active role with regard to gymnasium costumes for girls.

City Schools

1. Sixty-five (65%) percent of the schools provide shower facilities for girls. Twenty-seven (27%) percent of the schools require girls to shower after activity classes.
2. Eighty-nine (89%) percent of the schools provide locker facilities for girls. Forty-eight (48%) percent of the schools provide individual locker facilities.
3. Ninety-three (93%) percent of the schools report that girls change from street clothing to gymnasium attire for activity classes.
4. No school supplies towels to students.
5. Ninety (90%) percent of the schools report that no gymnasium attire is furnished to students.

Conclusion

In almost every case reported girls change into appropriate attire for activity classes. However, the schools do not provide costumes in nine out of ten cases and in no instance reported was towel service supplied. Approximately nine out of ten schools have locker facilities for girls and almost seven out of ten schools have shower facilities. Even though showers are available only three out of ten schools require girls to shower after activity.

The figures tend to signify that the city schools are providing some of the necessary items for a hygienic sanitary program of activities. Yet the absence of showers after activity for the majority of girls and the schools, lack of responsibility concerning towels or uniforms, leaves much to be desired in this area.

Local Schools

1. Seventy-two (72%) percent of the schools provide shower facilities for girls. Twelve (12%) percent of the schools require girls to shower after activity classes.
2. Fifty-four (54%) percent of the schools provide locker facilities. Twenty-four (24%) percent of the schools supply individual lockers.
3. Fifty-two (52%) percent of the schools report that girls change from street clothing to gymnasium attire for activity classes.
4. Four (4%) percent of the schools supply towels for girls' use after activity class.
5. Eighty-eight (88%) percent of the schools indicate that no gymnasium attire is furnished to girls.

Conclusion

Slightly more than half of the schools have lockers for girls. The same number of cases indicate that pupils change clothing for physical education. The figures are such that the majority is very slight.

Many schools do not have facilities for girls to change clothing and in these situations, only slightly less than half, girls wear street clothing while participating in activity classes. Roughly three-fourths of the schools have shower rooms for girls. As a rule, girls are not required to shower after activity. Towel service or uniforms for class are not provided by the schools.

The results indicate that in many local schools some facilities

for hygienic activity are provided. These should be augmented by towel and costume service for girls and greater emphasis should be accorded the shower room. Too large a minority of schools do not provide even the basic necessities for a healthful activity program.

Boys' Instructional Class Program

Introduction

The last four sections have dealt with the specific details of girls' physical education. At this point the analysis will be directed toward the investigation of boys' activities. As in the sections dealing with girls, the class program, adapted program, after school activities, and facilities will be analyzed as they pertain to boys.

The first phase of the evaluation of boys' programs in Ohio will be the instructional class program. This may be considered as the hub of the wheel or base of a pyramid. Through this program pass the majority of boys who engage in sports and games. Other boys often extend their activities beyond the class level to intramural or interscholastic sports. Yet all pass through that phase of physical education known as the instructional class program.

For this reason, it is of vital importance to analyze carefully every feature of this curriculum. The evaluation will include the following:

1. Medical Examinations
2. Should Physical Education Be Required?
3. Number and Kind of Activities
4. Time Allotted to Activities
5. Outcomes Expected
6. Coeducational Opportunities
7. Student Planning and Evaluation
8. Classification of Students

Criteria for Medical Examinations

A medical examination should be given students as a prerequisite to activity classes. (Criteria 1, under "Program of Activities" p. 61.)

If not legally responsible for the health and well-being of students, the school is certainly morally responsible. Students who are permitted activity in sports, games, and rhythms of the physical education program must previously undergo a medical examination. Otherwise, students with functional or structural physical defects may be permanently harmed by a program of unlimited physical activity.^{36,37,38}

<u>Questions Related to Medical Examination</u>	<u>Percentage</u>		
	<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
25. What is the medical prerequisite for entrance into the instructional class program?			
1. Medical examination by a licensed physician	12	23	12
2. Screening examination (medical history, etc.)	6	18	12
3. No medical prerequisite	82	52	62
4. No answer	0	7	14
144. Does the school assume the responsibility of a medical examination for pupils, at some stage of their school career before permitting unlimited physical education activity?			
1. No medical examination is required of students	33	35	23
2. Medical examination is required of students at parent expense via family physician	8	20	34
3. Medical examination is required of students at school expense via school physician	59	44	42
4. No answer	0	0	1

³⁶Voltmer and Esslinger, op. cit., p. 163.

³⁷LaPorte, op. cit., p. 47.

³⁸Department of Education, State of Ohio, op. cit., p. 88.

Exempted Village Schools

1. Eighty-two (82%) percent of the schools indicate that a medical examination is not a prerequisite for entrance into the physical education activity program.

2. The majority, fifty-nine (59%) percent of the schools indicate the acceptance of responsibility for students' medical examination at some stage of the child's school career.

Conclusion

Approximately six out of ten schools evidence the acceptance of responsibility for a student medical examination. Yet this examination in eight out of ten instances is not utilized as a prerequisite to activity classes. Therefore, it is possible that the medical examination which the majority of boys undergo at some time during their school career may be subsequent to an avoidable mishap.

The majority of schools are not fulfilling their obligations to boys with regard to medical examinations.

City Schools

1. Fifty-two (52%) percent of the schools indicate that a medical examination is not a prerequisite for entrance into the physical education activity program.

2. The majority, sixty-four (64%) percent of the schools indicate that a medical examination is required at some stage of the child's school career.

Conclusion

Slightly more than half of the schools indicate that boys participate in physical education classes without the specific prerequisite of a medical examination. Six out of ten schools do report that a medical examination is required of boys during their school years. However, it seems that the schools should be more conscious of the possible dangers of sports and games without medical prerequisites.

The city schools are not fulfilling moral obligations in the field of pupil health and safety.

Local Schools

1. Sixty-two (62%) percent of the schools indicate that a medical examination is not a prerequisite for entrance into the physical education program.

2. The majority, ninety-six (96%) percent of schools, indicate that a medical examination is required at some stage of the child's school career.

Conclusion

By not requiring a medical examination previous to physical education activity, the schools may endanger a boy's health and safety. Six out of ten schools do not have a medical prerequisite to sports and games. In almost every case an examination is required of boys at some time during their school career. The examination should be given at the inception of a boy's secondary schooling as a prerequisite to activity.

The present situation indicates that local schools are not completely fulfilling their obligation to the health and safety of boys.

Criteria for Required Physical Education

Physical education activities should be required of boys and girls in all grades of elementary and secondary schools. (Criteria 2, under "Program of Activities" p. 61.)

The physical education of elementary and secondary school students is considered an integral part of the educational curriculum of youth. Therefore, participation in physical education should be required of all students. Since the physical education needs of youth change with the maturation process, the program of physical education must be extended to all grade levels in elementary and secondary school. At least one hundred minutes per week should be spent in the physical education program.^{39, 40}

<u>Questions Related to Required Physical Education</u>		<u>Percentage</u>		
		<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
1.	How many days per week is physical education required of boys?			
1.	No required physical education	12	0	12
2.	One day per week	12	17	4
3.	Two days per week	52	66	66
4.	Three days per week	14	17	12
5.	Four or five days per week	0	0	4
6.	No answer	0	0	2

³⁹ Educational Policies Commission, loc. cit., pp. 63-64.

⁴⁰ Department of Education, State of Ohio, loc. cit., pp. 53-54.

		<u>Percentage</u>		
		<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
2.	What is the average length of the period in the physical education program for boys?			
1.	Less than thirty minutes	0	0	0
2.	Thirty to Forty-five minutes	76	64	95
3.	More than forty-five minutes	23	36	4
4.	No answer	1	0	1
27.	In what school grades is physical education required?			
1.	No required physical education	0	0	0
2.	Grade Seven	6	6	0
3.	Grades seven and eight	12	9	15
4.	Grades seven through nine	0	0	8
5.	Grades seven through ten	6	9	8
6.	Grades seven through eleven	6		8
7.	Grades seven through twelve	70	76	55
141.	Does the physical education program in your school provide for the needs of all physically or mentally obnormal?			
1.	Provides only for students who are not physically or mentally obnormal..	67	51	54
2.	Provides for all students including the handicapped	27	43	42
3.	Provides only for students with superior ability	6	6	4
4.	No answer	0	0	0
147.	In your opinion how many days per week should physical education be required?			
1.	No requirement is needed.....	0	0	7
2.	One day per week	0	7	4
3.	Two days per week	71	55	46
4.	Three days per week	1	18	23
5.	Four days per week	0	0	0
6.	Daily	18	20	20

		<u>Percentage</u>		
		<u>Exempted</u>	<u>City</u>	<u>Local</u>
		<u>Village</u>	<u>_____</u>	<u>_____</u>
148.	In your opinion, in what school grades should physical education be required?			
1.	No requirement necessary	0	3	4
2.	Grade seven	0	0	7
3.	Grades seven and eight	0	0	4
4.	Grades seven through nine	0	6	0
5.	Grades seven through ten	8	12	4
6.	Grades seven through eleven	22	18	15
7.	Grades seven through twelve	70	62	65

Exempted Village Schools

1. Fifty-two (52%) percent of the schools schedule physical education twice per week.
2. The average length of the physical education period is thirty to forty-five minutes in seventy-six (76%) percent of the schools.
3. The majority, seventy (70%) percent of the schools, required physical education in grades seven through twelve.
4. The majority, seventy-one (71%) percent of principals believe that physical education should be required in all grades and offered twice a week.
5. Sixty-seven (67%) percent of the principals indicate that the activity program provide only for students who are not mentally or physically deficient.

Conclusion

Approximately seven out of ten schools schedule physical education two or three times a week. The average length of the period in the same number of cases is between thirty and forty-five minutes. Physical

education is required in grades seven through twelve in these schools.

Principals in seven out of ten cases assert a belief that sports and games should be part of the curriculum in all grades twice a week. They also report that only normal students are provided for within the activity program. In general, the exempted village schools are requiring participation in physical education class in accordance with minimum standards. However, the effort in this direction should be expanded to include all boys not only the so-called normal pupils.

City Schools

1. Sixty-six (66%) percent of the schools schedule physical education twice a week.

2. The average length of the physical education period in sixty-four (64%) percent of the schools is from thirty to forty-five minutes.

3. The majority, seventy-six (76%) percent of schools require physical education in grades seven through twelve.

4. The majority of principals, sixty-two (62%) percent, believe that physical education should be required in all grades and offered twice a week.

5. Fifty-one (51%) percent of the principals indicate that the activity program provides only for students who are not mentally or physically deficient.

Conclusion

In more than six out of ten schools physical education is required in grades seven through twelve twice a week. The average length of the

period in these schools is between thirty and forty-five minutes.

Principals are in accordance with this practice since six out of ten reporting indicate that the activity program should be included in all secondary grades and offered twice a week.

Slightly more than half of the schools report that these figures apply only to the normal pupils, not the handicapped.

The schools are generally meeting the minimum standards with respect to physical education requirements. There is a need, however, to include all boys within this framework.

Local Schools

1. Sixty-six (66%) percent of the schools schedule physical education two or three times a week.

2. The average length of the physical education period in ninety-five (95%) percent of the schools is from thirty to forty-five minutes.

3. The majority of schools, fifty-five (55%) percent, require physical education in grades seven through twelve.

4. The majority of principals, sixty-five (65%) percent, believe that physical education should be required in all grades and offered twice a week.

5. Fifty-four (54%) percent of the principals indicate that the activity program provides only for students who are not mentally or physically deficient.

Conclusion

The reports indicate that six out of ten schools offer physical

education two or three times a week. Almost all schools have an average period of between thirty and forty-five minutes. Slightly more than half of the schools require physical education in every secondary school grade.

Approximately seven out of ten principals assert that the activity program should be conducted two or three times a week in grades seven through twelve.

The schools are meeting minimum standards with respect to a physical education requirement. Since more than half of the schools do not include the handicapped boy within the requirement, this detracts from the school's effort to present opportunities in physical education for all.

Criteria for Number and Kind of Activities

A variety of sports, games and rhythms should be provided both indoors and outdoors. (Criterion 3, under "Program of Activities" p. 61.)

A variety of activities must be offered in the physical education program to enable students to encounter new learning experiences. These new experiences stimulate interest, enhance the possibility of a student achieving success in some particular activity, and aid in the discovery of leisure time pursuits. A minimum of twelve activities should be offered to the pupils during their physical education in secondary school.⁴¹

⁴¹LaPorte, loc. cit., pp. 30-31.

<u>Questions Related to Variety of Activities</u>		<u>Percentage</u>		
		<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
3.	Which of the following activities are offered in the boys' instructional class program?			
	Basketball	Boxing		
	Softball	Archery		
	Volleyball	Tennis		
	Group Games	Square Dancing		
	Tumbling & Stunts	Bowling		
	Folk Dancing	Golf		
	Social Dancing	Aquatics		
	Modern Dancing	Track & Field		
	Soccer	Fencing		
	Badminton	Wrestling		
	Table Tennis	Gymnastics		
	Speedball	Apparatus		
	Touch Football	Conditioning		
Results are indicated in terms of the total number of activities offered:				
Total Activities Offered:				
	Three.....	0	0	0
	Four	1	0	2
	Five	0	1	0
	Six	1	1	2
	Seven	1	3	2
	Eight	3	5	7 Med
	Nine	0	2	2
	Ten	3 Med	0	1
	Eleven	2	0	0
	Twelve	6	18 Med	6
	No Answer	0	0	0

Exempted Village Schools

1. The median number of activities offered in the physical education program is ten.

Conclusion

Since the median number of activities offered in the program is only ten, the schools are not providing a sufficient variety of experiences for boys in physical education.

City Schools

1. The median number of activities in the physical education program is twelve.

Conclusion

The majority of city schools are providing a sufficient variety of activities in the physical education program for boys.

Local Schools

1. The median number of activities offered in the physical education curriculum is eight.

Conclusion

The quantitative criterion concerning the variety of activities in secondary school offered to boys is established at twelve. The median number of activities in local schools is eight. Therefore, local schools do not have a sufficient variety of games and sports to provide for the needs of all boys.

Criteria for Time Allotted to Activities

The activities offered should be taught for a period of time which will enable students to encounter experiences that assist in meeting the requirements of developmental tasks. (Criterion 4, under "Program of Activities" p. 61.)

In order that students may realize worthwhile outcomes from physical education activities, it is essential that these activities be presented in a logical, sequential order for a sufficient period of time.

It is understood that particular activities are less complex and intricate concerning skill, technique and strategy or maintain interest and educational value for a shorter period of time than other activities. However, a period of six weeks (assuming an average of two class periods per week) is essential to the development of a physical education activity. Twelve class periods, therefore, are necessary for the development of a physical education activity. Those programs with a great variety of activities, but only a few activities that are developed for the minimum of twelve periods, are in all probability not fully realizing potential outcomes. The programs with only a few activities and those offered from year to year, throughout the student's school life are lacking the progression necessary for student growth and development.^{42,43}

<u>Questions Related to Time Allotment for Activities</u>		<u>Percentage</u>		
		<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
4.	Indicate any activity which is taught for at least six weeks in the boys' instructional class program:			
	Basketball	Badminton	Golf	
	Softball	Table Tennis	Aquatics	
	Volleyball	Speedball	Track & Field	
	Group Games	Touch Football	Fencing	
	Tumbling & Stunts	Boxing	Wrestling	
	Folk Dancing	Archery	Gymnastics	
	Social Dancing	Tennis	Apparatus	
	Modern Dancing	Square Dancing	Conditioning	
	Soccer	Bowling	Other	

⁴²Oberteuffer, loc. cit., p. 227.

⁴³LaPorte, loc. cit., p. 29.

	<u>Percentage</u>		
	<u>Exempted</u>	<u>City</u>	<u>Local</u>
	<u>Village</u>	<u>_____</u>	<u>_____</u>

Results are indicated in terms of the number of activities offered for at least six weeks in the instructional class program.

Total Activities-- Six Weeks: One	1	1	1
Two	1	2	1
Three.....	3	5	3
Four	3	4	1
Five	1 Med	9 Med	6 Med
Six	3	3	6
Seven	4	0	3
Eight.....	1	5	2
No Answer	1		

5. Is opportunity provided in the class program for boys to participate in more than one type of activity per sport season?

1. One activity is offered each season.	0	12	8
2. One activity plus a rainy day activity is offered each season	35	15	29
3. More than one activity is planned and offered each season	64	70	58
4. No answer	1	3	5

6. Does the program call for class instruction in activities on the block or unit of work basis? (Instruction in an activity for at least twelve periods.)

1. Instruction in an activity for less than twelve periods	82	71	58
2. Instruction in an activity for more than twelve periods	11	16	16
3. Instruction in an activity for more than twelve periods.....	6	12	20
4. No answer	1	1	6

7. Are the activities in the instructional class program changed each year commensurate with boys' growth and development?

1. Similar activities are offered from year to year	23	13	20
---	----	----	----

		<u>Percentage</u>		
		<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
2.	Similar activities are offered each year with variance in the degree of skill, technique, and strategy	64	70	70
3.	Different activities are offered from year to year to introduce students to new experiences	12	17	4
4.	No answer	1	0	6

Exempted Village Schools

1. The median number of activities taught for at least six weeks is five.
2. Sixty-four (64%) percent of the schools indicate that more than one activity is planned and offered each sport season.
3. Sixty-four (64%) percent of the schools indicate similar activities are offered from year to year with variance in the degree of skill, technique and strategy only.
4. Eighty-two (82%) percent of the schools indicate that instruction in an activity is given for less than twelve class periods.

Conclusion

Approximately seven out of ten schools report that more than one activity is offered each sport season. A similar number of schools indicate that the curriculum in physical education is similar from year to year with variance only in the degree of technique and skill. The total number of activities taught for at least six weeks is five. In eight out of ten schools the remaining activities are not presented in accordance with minimum standards of twelve periods of instruction.

The figures indicate that there is very little progression in the

curriculum of physical education. Not only are the offerings limited in variety but evidently the sports and games presented are utilized over and over again. This situation does not challenge the abilities of adolescent boys.

City Schools

1. The median number of activities taught for at least six weeks is five.
2. Seventy (70%) percent of the schools indicate similar activities are offered from year to year with variance in the degree of skill, technique, and strategy only.
3. Seventy (70%) percent of the schools indicate that more than one activity is planned and offered each sport season.
4. Seventy-one (71%) percent of the schools indicate that instruction in an activity is given for less than twelve class periods.

Conclusion

Seven out of ten schools report that activities in physical education classes are generally similar from year to year. In the same number of schools the curriculum includes more than one sport per season.

The median number of activities taught for six weeks or longer is five. Seven out of ten schools indicate that remaining activities are not taught for a minimum of twelve periods.

The facts suggest that the curriculum of physical education consists basically of five activities presented throughout a boy's school career.

Other sports and games are interspersed in the program from time to time but are not taught in a sequence of twelve periods.

This program does not fully realize the potential outcomes from a broad curriculum of sports and games.

Local Schools

1. The median number of activities taught for at least six weeks is five.
2. Fifty-eight (58%) percent of the schools indicate that more than one activity is planned and offered each sport season.
3. Seventy (70%) percent of the schools indicate similar activities are offered from year to year with variance in the degree of skill, technique, strategy.
4. Fifty-eight (58%) percent of the schools indicate that instruction in an activity is given for less than twelve class periods.

Conclusion

Seven out of ten schools indicate that physical education activities are similar in nature from year to year. Six out of ten schools offer more than one sport per season. The median number of activities taught for at least six weeks is five. Six out of ten schools signify that the remaining activities are not presented in a sequence of twelve instructional periods.

The local schools do not have a progressive curriculum of sports and games in physical education.

Criteria for Outcomes Expected

In any activity the teachings should include skill, strategy, history, etiquette, social behavior and safety. (Criterion 5, under "Program of Activities" p. 61.)

Physical education is that phase of education which utilizes the media of sports, games and rhythms in order that the student may achieve worthwhile social, emotional, organic, and psychological outcomes. The class teaching concomitant with these outcomes in any physical education activity must include skill, strategies, history, etiquette, social behavior and safety relative to the activity. The teachings must be developed fully and specifically in order that the activity is meaningful to the student.⁴⁴

<u>Questions Related to Outcomes Expected</u>	<u>Percentage</u>		
	<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
17. What learnings concerning an activity are taught to boys in physical education?			
1. Skill and technique in an activity..	47	38	45
2. History, skill, social courtesies of the activity	5	17	16
3. History, skill, social courtesies, social behavior and hygiene of the activity	41	32	37
4. No answer	5	6	2
11. What student outcomes in the boys' activity program are considered most important?			
1. Organic development (posture, endurance, strength)	0	0	8

⁴⁴ Voltmer and Esslinger, loc. cit., pp. 84-95.

		<u>Percentage</u>		
		<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
2.	Development of athletic skills and techniques	0	3	4
3.	Development of approved social behavior	12	8	0
4.	A combination of above	88	76	83
5.	No answer	0	13	5
18.	How is the class program utilized to help students learn the difference between behavior which is acceptable and that which is not acceptable by society?			
1.	Time allotments are planned in the activity program for the illustration of good and bad social behavior ...	6	3	0
2.	Play is interrupted in activity classes when situations arise pertinent to the teaching of good and bad behavior..	82	79	66
3.	No effort is made to indicate proper behavior by lecture or interrupting play	0	0	4
4.	Socially acceptable behavior is illustrated by planned lecture and interrupted play	12	18	25
5.	Other	0	0	4
6.	No answer	0	0	1
16.	How are students taught the concepts of good sportsmanship in physical education classes?			
1.	Time allotments are planned in the activity program for direct teaching of behavior illustrating good or bad sportsmanship	0	6	0
2.	Play is interrupted in activity classes when situations arise pertinent to the teaching of good sportsmanship	88	53	62
3.	No effort is made to indicate good or bad sportsmanship by interrupting play or by lectures on the subject	0	0	4
4.	Good sportsmanship is taught by interrupting play at intervals and by planned lectures	12	41	33
5.	Others	0	0	0
6.	No answer	0	0	1

Exempted Village Schools

1. Eighty-eight (88%) percent of the schools indicate that social behavior, skill and technique and organic development are considered the most important outcomes from activity.

2. Forty-seven (47%) percent of the schools indicate that skill and technique in an activity are the only specifically planned-for teachings. Forty-one (41%) percent of the schools indicate that social behavior, hygiene, history, as well as skill and technique are specifically planned-for teachings.

3. Eighty-two (82%) percent of the schools indicate that social behavior is taught by means of interrupted play, utilizing a pertinent situation.

4. Eighty-eight (88%) percent of the schools indicate that sportsmanship is taught by means of interrupted play, utilizing a pertinent situation.

Conclusion

Almost all schools indicate concern with each phase of the student's development in physical education. However, more than half of the schools are not exploring all phases of sports and games to secure desired outcomes. More than eight of ten schools signify that there is no pre-planning of teaching relative to social behavior and sportsmanship. These subjects to be considered adequately by boys demand planned lectures as well as interrupted play situations in order to assure transfer value.

In general, although schools evidence a desire to include social,

emotional and physiological within the realm of physical education, the teachings in activity classes are not commensurate with the desire.

City Schools

1. Seventy-six (76%) percent of the schools indicate that social behavior, skill and technique and organic development are considered the most important outcomes from activity.

2. Thirty-eight (38%) percent of the schools indicate that skill and technique in an activity are the only specifically planned-for teachings. Thirty-two (32%) percent of the schools indicate that social behavior, hygiene, history as well as skill and technique are specifically planned-for teachings.

3. Seventy-nine (79%) percent of the schools indicate that social behavior is taught by means of interrupted play, utilizing a pertinent situation.

4. Fifty-three (53%) percent of the schools indicate that sportsmanship is taught by means of interrupted play utilizing a pertinent situation.

Conclusion

Three-fourths of the schools indicate concern for the development of the entire personality through the medium of sports and games. Only three of ten schools, however, teach in the activity program with respect to the whole personality. Approximately four out of ten schools teach only skill and technique relative to an activity. More than half of the schools do attempt to illustrate good and bad points relative to sportsmanship and social behavior. There is no pre-planning in this

area; merely the utilization of pertinent situations.

The schools, although evidencing a desire to investigate the possibilities of the development of the whole child in physical education, are not in practice accomplishing this objective.

Local Schools

1. Eighty-three (83%) percent of the schools indicate that social behavior, skill and technique and organic development are considered the most important outcomes from activity.

2. Forty-five (45%) percent of the schools indicate that skill and technique in an activity are the only specifically planned-for teachings. Thirty-seven (37%) percent of the schools indicate that social behavior, hygiene, history, as well as skill and technique in an activity are specifically planned-for teachings.

3. Sixty-six (66%) percent of the schools indicate that social behavior is taught by means of interrupted play utilizing a pertinent situation.

Conclusion

The majority of schools indicate that they are vitally concerned with all phases of the student's development in physical education. However, the majority of schools are not exploring all phases of the activity to secure the desired outcomes. Nor are the majority of schools pre-planning teachings relative to social behavior and sportsmanship. These items to be adequately considered and accepted by students demand planned lectures as well as interrupted play situations

to be meaningful and help assure transfer value. In general, although the schools evidence desire to be concerned with organic, social, emotional and psychological outcomes, the teachings in activity classes are not commensurate with this desire.

Criteria for Coeducational Opportunities

Opportunities should be provided for coeducational activity classes in elementary and secondary school. (Criterion 6, under "Program of Activities" p. 61.)

American culture demands that boys and girls associate with each other. The need of bisexual association necessitates understanding of interests, desires, and capabilities on the part of each sex with respect to the opposite sex. To further this understanding, the physical education program must provide opportunity for coeducational classes in appropriate activities under qualified leadership. Coeducational physical education must be offered in elementary and secondary school to be commensurate with the maturation pattern of students.⁴⁵

<u>Questions Related to Coeducational Opportunities</u>	<u>Percentage</u>		
	<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
12. What is the status of coeducational physical education in your school?			
1. None	65	41	62
2. Scheduled activity classes in appropriate activities (dance, bowling, etc)	17	20	12
3. Corecreational and cointramural activities in appropriate activities.....	12	23	16

⁴⁵ LaPorte, loc. cit., p. 54.

		<u>Percentage</u>		
		<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
4.	Scheduled coeducational classes plus corecreational activities....	6	6	4
5.	No answer			
13.	How many times per week does the average boy participate in coeducational physical education under school supervision?			
1.	Never	65	53	75
2.	At least once per week	29	35	16
3.	At least twice per week	6	0	8
4.	No answer	0	12	1
134.	Do you think that some portion of the curriculum in physical education should be devoted to coeducational activity?			
1.	Coeducational physical education should not be permitted in the curri- culum	18	3	7
2.	Coeducational activity should be conducted on recreational basis only. (Facilities and equipment provided during afterschool hours only).....	53	52	46
3.	Conducted as an integral part of the physical education program with scheduled coeducational classes in appropriate activities.....	41	44	46
4.	No answer	0	1	1

Exempted Village Schools

1. Sixty-five (65%) percent of the schools do not provide coeducational physical education classes.

2. Sixty-five (65%) percent of the schools indicate that students do not participate in coeducational activities at any time.

3. Ninety-four (94%) percent of the principals indicate that there should be coeducational activity either on a recreational or regular instructional class basis.

Conclusion

Administrative opinion is in favor of coeducational physical education. Six out of ten schools do not provide students with opportunities for coeducational physical education. The physical education programs in a majority of schools are not utilizing their media in aiding students to appreciate and understand the opposite sex.

City Schools

1. Forty-three (43%) percent of the schools report that there is some measure of coeducational physical education. Forty-one (41%) percent of the schools indicate that there is no coeducational physical education.

2. Fifty-three (53%) percent of the schools indicate that students do not participate in coeducational physical education activities at any time.

3. Ninety-six (96%) percent of the principals indicate that there should be coeducational physical education activity either on a recreational or regular instructional class basis.

Conclusion

Slightly more than half of the schools indicate that boys do not participate in coeducational physical education although almost all administrators are in favor of the practice. The figures tend to indicate that the majority of schools are not providing coeducational play experience for boys.

Local Schools

1. Sixty-two (62%) percent of the schools do not provide coeducational physical education classes.
2. Seventy-five (75%) percent of the schools indicate that students do not participate in coeducational activities at any time.
3. Ninety-two (92%) percent of the principals indicate that there should be coeducational activity either on a recreational or instructional class basis.

Conclusion

In six out of ten schools there are no coeducational activity classes and three-fourths of the cases indicate that boys do not participate in sports or games with girls in any school situation. Almost a unanimous number of principals, however, are in favor of coeducational activity.

The majority of schools do not provide for the coeducational needs of pupils in the physical education program.

Criteria for Student Planning and Evaluation

Students should assist in planning and evaluating their physical education classes. (Criterion 7, under "Program of Activities" p. 61.)

Under the supervision and authority of the teacher students should assist in planning and evaluating the class situation. This enables the student to more fully understand personal ability, respect other ability, organize with respect to existing conditions, and more fully appreciate the learning experience. Student progress should be evaluated

in terms of achievement relative to the skill and associated learnings
of an activity.⁴⁶

<u>Questions Related to Planning and Evaluation</u>	<u>Percentage</u>		
	<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
10. Are the boys expected to participate in planning and evaluating their physical education activity classes?			
1. Boys have no role in planning or evaluating their activity classes...	29	52	29
2. Boys assist in planning but not in evaluating their activity classes...	47	41	45
3. Boys assist in evaluating but not in planning their activity classes.....	6	6	4
4. Boys assist in planning and evaluating their activity classes.....	17	9	16
5. No answer	1	12	6
29. How is student progress evaluated in physical education?			
1. No evaluation procedure	12	3	20
2. Attendance and skill	17	26	20
3. Attendance, skill, knowledge of strategy and history of game, social behavior	58	55	50
4. Other	12	16	8
5. No answer	1	0	2

Exempted Village Schools

1. Seventy (70%) percent of the schools indicate that students assist in either planning or evaluating, or both, their experiences in physical education.

2. Fifty-eight (58%) percent of the schools indicate that progress is measured in terms of knowledge, skill, social behavior, history and

⁴⁶Department of Education, State of Ohio, loc. cit., p. 90.

strategy pertinent to the activity.

Conclusion

Seven out of ten schools share some portion of program planning and evaluation with boys. Evaluation in more than half of the schools is in terms of total development not merely one or two phases of personality progress.

A strong attempt is being made in the majority of schools to meet pupil needs with respect to planning and evaluation.

City Schools

1. Fifty-six (56%) percent of the schools indicate that boys assist in either planning or evaluating, or both, their physical education experiences.

2. Fifty-five (55%) percent of the schools indicate that progress is measured in terms of knowledge, skill, social behavior, history and strategy pertinent to the activity.

Conclusion

Slightly more than half of the schools permit boys to participate in planning or evaluating their experiences in physical education. The same number of cases report that evaluation criteria are inclusive of those factors pertinent to the entire personality.

The majority of schools are directing their efforts so as to include boys in planning and evaluation procedures.

Local Schools

1. Sixty-five (65%) percent of the schools indicate that students assist in either planning or evaluating, or both, their experiences in physical education.

2. Fifty (50%) percent of the schools indicate that progress is measured in terms of knowledge, skill, social behavior, history and strategy pertinent to the activity.

Conclusion

Boys are allowed to assist in planning or evaluating physical education experiences in six out of ten schools. Half of the schools utilize criteria in evaluation representative of the social, emotional, psychological and organic aspects of the boys.

In more than half of the local schools an effort is made to judge pupils upon the basis of total personality and to include boys in planning and evaluation procedures.

Criteria for Classification of Students

Students should be classified in order that activities provide competition among boys in similar developmental age levels. (Criteria 8, under "Program Activities" p. 61.)

Homogenous grouping of students based upon medical examination, need, interest and development is necessary in the instructional class program. Classification based upon these criteria enhances the teaching-learning situation and lessens the probability of boys being placed into competition with others who are in an advanced maturation level.⁴⁷

⁴⁷ LaPorte, loc. cit., p. 48.

<u>Questions Related to Classification of Students</u>		<u>Percentage</u>		
		<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
9.	How are boys, capable of unlimited activity in the instructional class program classified?			
1.	Assigned at random according to free period	35	3	41
2.	Class or grade	35	67	37
3.	Medical examination and grade	6	3	0
4.	Medical examination, degree of development, skill, need, and interest.....	6	9	12
5.	Other	17	0	4
6.	No answer	1	18	6

Exempted Village Schools

1. Seventy (70%) percent of the boys are placed into physical education classes by grade or at random.

Conclusion

Seven out of ten schools do not consider fully the maturation level of boys when classifying them for physical education activities.

City Schools

Boys in seventy (70%) percent of the schools are placed into physical education classes according to school class or grade.

Conclusion

Student need, interest, developmental age, are not considered in seven out of ten schools when classifying boys for activity classes.

Local Schools

1. Seventy-eight (78%) percent of the boys are placed in physical education classes by grade or by random selection.

Conclusion

The methods of classification for physical education classes in almost eight out of ten schools are not commensurate with established standards.

Boys' Adapted Program

Introduction

A definition of the word "exceptional" includes the term "uncommon." In American society homage is paid the exceptional individual. The uncommon person who has superior intellect, or artistic ability or leadership qualities is well received in the culture. Yet another type of exceptional person exists who is also uncommon yet frequently overlooked and neglected. This uncommon or atypical yet exceptional person is the handicapped individual. The man or boy or girl missing a limb, or afflicted with scoliosis or a cardiac disorder is definitely uncommon. Nevertheless, this individual should be granted consideration equal to that of the ordinary person if not the special consideration given the exceptional.

The physical education program can be adapted to provide for these individuals. The analysis in this section will include the following:

1. Teaching Climate
2. Handicapped Students in the Regular Program
3. Facilities for the Handicapped

Criteria for Teaching Climate

Activities provided for handicapped pupils should be conducted in a socially and emotionally healthy atmosphere. (Criterion 1, under "Adapted Program" p. 62.)

A socially and emotionally healthy atmosphere for handicapped pupils indicates the need for small, homogenous classes in this area. This

type class organization enhances the possibility for individual attention for handicapped students.⁴⁸

<u>Questions Related to Teaching</u> <u>Climate</u>		<u>Percentage</u>		
		<u>Exempted</u> <u>Village</u>	<u>City</u>	<u>Local</u>
19.	Where is the program for individual physical education for boys conducted?			
1.	No individual physical education program	53	53	50
2.	Within the instructional class program	41	44	45
3.	Within special classes	6	0	0
4.	No answer	0	3	5
20.	What is the average number of boys per instructor in the individual physical education program?			
1.	Twenty or more students per instructor	71	47	66
2.	Ten-twenty students per instructor..	6	0	8
3.	Ten or fewer students per instructor	0	14	4
4.	No program	23	35	16
5.	No answer	0	4	6
22.	What provision is made for boys in need of individual physical education if no special program in this area is available?			
1.	Boys participate in the regular program as well as their disability permits..	41	38	62
2.	Boys are excused from physical education	35	35	37
3.	Boys work in clerical or locker room capacity to fulfill their requirement	17	14	1
4.	No answer	7	13	0

⁴⁸ LaPorte, loc. cit., pp. 55-57.

Exempted Village Schools

Fifty-three (53%) percent of the schools indicate that no provisions are made for handicapped students in the physical education program. Only six (6%) percent of the schools report special classes for the handicapped in physical education.

2. Seventy-one (71%) percent of the schools report more than twenty students per instructor in classes containing handicapped pupils.

3. Forty-one (41%) percent of the schools report that handicapped pupils are placed into the regular class program as well as their disability permits. Fifty-two (52%) percent indicate that handicapped boys are either excused from physical education or perform clerical or locker room work in lieu of physical education.

Conclusion

Nine out of ten schools report no special classes in individual physical education. The majority of schools report classes containing handicapped students with more than twenty students per instructor and half of the schools report that handicapped boys are excused from physical education entirely. It is evident that the majority of schools are not providing the small homogenous classes necessary for a socially and emotionally healthy atmosphere for handicapped pupils.

City Schools

Fifty-three (53%) percent of the schools indicate that no provisions are made for handicapped pupils in the physical education program.

No schools report special classes for the handicapped in physical education.

2. Forty-seven (47%) percent of the schools report more than twenty students per instructor in classes containing handicapped pupils. An additional thirty-five (35%) percent report no program at all in this area.

3. Thirty-eight (38%) percent of the schools report that handicapped pupils are placed into the regular class program as well as their disability permits. Forty-seven (47%) percent report that handicapped boys are either excused or perform locker room or clerical work in lieu of physical education.

Conclusion

No school reports special classes in individual physical education. Only fourteen (14%) percent of the schools report classes containing handicapped pupils with less than twenty students per instructor. and four out of ten report that handicapped boys are entirely excused from physical education. It is evident that the majority of schools are not providing the small homogenous classes necessary for a socially and emotionally healthy atmosphere for handicapped pupils.

Local Schools

1. Half of the schools indicate that no provisions are made for handicapped students in the physical education program. No schools report special classes for the handicapped in physical education.

2. Sixty-six (66%) percent of the schools report classes containing handicapped pupils with twenty or more students per instructor.

3. Sixty-two (62%) percent of the schools report that handicapped pupils are placed into the regular class program as well as their disability permits. Thirty-eight (38%) percent of the schools indicate that handicapped boys are either excused or perform locker room work in lieu of physical education.

Conclusion

Nine out of ten schools have no special classes in individual physical education. Six out of ten schools report classes containing handicapped boys with more than twenty pupils per instructor. Almost four out of ten schools report the practice of granting a blanket excuse in physical education to the handicapped.

The facts indicate that the local schools do not provide small homogenous classes in physical education for the handicapped boy.

Criteria for Handicapped Students in the Regular Program

Whenever possible, pupils of the individual physical education program should be placed in the normal activity program. (Criterion 2, under "Adapted Program" p. 62.)

An important emotional and social factor for physically handicapped students is that they be placed, whenever physically possible, in association with normal students. To do so fosters understanding and acceptance between the groups and expands after school play horizons of the handicapped. This does not preclude the need for homogenous grouping of the handicapped students in the greater portion of their physical education.

⁴⁹

Stafford, loc. cit., pp. 42-43.

<u>Questions Related to Handicapped Students in the Regular Program</u>	<u>Percentage</u>		
	<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
23. Are students in the individual physical education program ever placed into regular class activities with students capable of unlimited activity?			
1. Never	6	23	16
2. When a particular student can safely participate in the regular class activity	82	59	62
3. An effort is made to introduce students into the regular class program by modifying the regular program for short intervals	6	18	12
4. No answer	6	0	10

Exempted Village Schools

1. Eighty-two (82%) percent of the schools report that handicapped pupils engage in physical education activity with normal pupils.

2. Six (6%) percent of the schools report that normal activities are modified for short intervals to allow handicapped students to participate.

Conclusion

The majority of handicapped pupils do engage in physical education activity with normal pupils as eight out of ten schools report. However, since the majority of schools do not provide an individual physical education program, it is necessary to modify the normal programs at intervals in order that the handicapped may participate to a greater degree. Only one out of ten of the schools report this type of procedure.

City Schools

1. Fifty-nine (59%) percent of the schools report that handicapped pupils engage in physical education activity with normal pupils.
2. Eighteen (18%) percent of the schools report that normal activities are modified for short intervals to allow handicapped students to participate.

Conclusion

The majority of handicapped pupils do engage in physical education activity with normal pupils as eight out of ten schools report. However, since the majority of schools do not provide an individual physical education program it is necessary to modify the normal program in order that the handicapped may participate to a greater degree. Approximately two out of ten schools report this type of procedure.

Local Schools

1. Sixty-two (62%) percent of the schools report that handicapped pupils engage in physical education activity with normal pupils.
2. Twelve (12%) percent of the schools report that normal activities are modified for short intervals to allow handicapped students to participate.

Conclusion

More than six out of ten schools report that handicapped boys do engage in the activity program with normal pupils. The normal program is modified at intervals to enable the handicapped to participate in only one out of ten cases. Thus, some boys may not participate at all.

A greater effort should be made to enable the handicapped to achieve status within the regular program.

Criteria for Facilities for the Handicapped

Special facilities should be made available in the individual program for those pupils who might benefit from them. (Criterion 3, under "Program of Activities" p. 62.)

An individual physical education program necessitates that special facilities be made available for the handicapped student. These include shuffleboard courts, table tennis, quoits, etc., as well as therapeutic apparatus.⁵⁰

<u>Questions Related to Handicapped Facilities</u>	<u>Percentage</u>		
	<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
21. Are indoor and outdoor facilities, suitable for modified activities available?			
1. None of the above type facilities available	47	26	45
2. Facilities available but limited ...	47	50	45
3. Facilities available in sufficient quantity to meet needs	6	20	4
4. No answer	0	4	6

Exempted Village Schools

1. Forty-seven (47%) percent of the schools report that no special facilities are available.

2. Forty-seven (47%) percent of the schools report that special facilities are available but limited.

⁵⁰ Daniels, loc. cit., p. 125.

Conclusion

The schools are not providing adequate special facilities for the individual physical education program since nine out of ten cases report either no facilities or only limited facilities and only six (6%) percent of the schools report adequate special facilities.

City Schools

1. Half of the schools report that special facilities are available but limited.

2. Twenty-six (26%) percent of the schools report no special facilities are available.

3. Twenty (20%) percent of the schools report special facilities for the individual program in sufficient quantity to meet needs.

Conclusion

The schools are not providing adequate special facilities for the individual physical education program since approximately eight out of ten schools report either no facilities or only limited facilities. However, it is encouraging to note that twenty (20%) percent of the schools report adequate facilities and half have some facilities for this area although limited.

Local Schools

1. Forty-five (45%) percent of the schools report that no special facilities are available.

2. Forty-five (45%) percent of the schools report that facilities are available but limited.

Conclusion

The schools are not providing adequate special facilities for the individual physical education program since nine out of ten schools report either no facilities or only limited facilities and only four (4%) percent of the schools report adequate special facilities.

Boys' After School Physical Education Program

Introduction

The program of physical education is often schematically represented by the shape of a pyramid: a broad base which represents the instructional class activities and a narrow apex which is emblematic of the interscholastic athletic program. Between the two extremes of the curriculum, extremes with respect to number of participants, is the intramural program. The largest number of participants are found at the base of the pyramid with a steadily diminishing number of students evolving to the pinnacle of the structure.

It is necessary to recognize each group in the pyramid and provide leadership, finances and facilities in accordance with democratic principles of administration.

In this section an analysis will be made of intramural, interscholastic and recreational activities for boys.

Criteria for Intramural Program

Provision should be made for students to apply skills learned in the instructional class program in intramural activities. (Criterion 1, under "After School Program" p. 62.)

An intramural program is necessary for those students desirous of individual and team competition on a higher skill-strategy level than is available in instructional classes. The program should include a variety of activities to accommodate the desires and needs of as many students as possible. As a portion of the student's physical education, this program should be financed by school funds.⁵¹

⁵¹LaPorte, loc. cit., p. 58.

<u>Questions Related to Intramural Program</u>		<u>Percentage</u>		
		<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
49.	Which of the following activities are offered in the boys' intramural activity program?			
	Touch Football			
	Softball			
	Basketball			
	Baseball			
	Track & Field			
	Tennis			
	Golf			
	Bowling			
	Fencing			
	Swimming			
	Volleyball			
	Archery			
	Table Tennis			
	Soccer			
	Speedball			
	Gymnastics			
	Tumbling			
	Badminton			
	Wrestling			
	Boxing			
	Results are indicated in terms of the total number of activities offered.			
	Total Activities Offered: None.....	1	2	4
	One	2	4	2
	Two	1	6	3
	Three	3	3	2
	Four	3 Med	4 Med	3 Med
	Five	3	2	3
	Six	1	1	1
	Seven	1	3	1
	Eight	1	2	2
	No Answer		4	2
46.	How is the boys' intramural program financed?			
	1. No boys' intramural program	17	17	16
	2. Board of Education funds	47	64	29
	3. Athletic gate receipts	17	3	25
	4. Board of Education funds and athletic gate receipts	17	14	25
	5. No answer	2	2	5
47.	What is the limiting factor in your intramural program?			
	1. Inadequate finances	0	3	4
	2. Inadequate facilities	17	14	12
	3. Lack of available leadership	0	10	4
	4. Lack of student time due to bus schedule	17		20

	<u>Percentage</u>		
	<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
5. A combination of above factors	58	44	37
6. Others	5	5	4
7. No limiting factor.....	0	17	8
8. No answer	3	7	11

Exempted Village Schools

1. The median number of activities in the intramural program is four.
2. The majority of schools, sixty-four (64%) percent, finance the intramural programs with Board of Education funds which in some cases are amplified with athletic gate receipts.
3. The majority of schools, fifty-eight (58%) percent, indicate that a combination of circumstances including inadequate facilities and student time limits the intramural program.

Conclusion

Finances are obtained in almost half of the schools from school board funds. This indicates that the program is considered an important addition to the school curriculum. The number of activities offered to boys is only four; however, this is inadequate to meet the needs of students. The limiting factors of the program stem from a variety of sources, paramount among which are inadequate facilities and a rigid bus schedule.

This too limited selection of activities detracts from the potential worth of this program.

City Schools

1. The median number of activities offered in the intramural program is four.
2. The majority of schools, sixty-eight (68%) percent, indicate that a combination of factors including inadequate facilities and leadership limit the intramural program.

Conclusion

Approximately seven out of ten schools support the intramural program with Board of Education funds. This indicates that the program is considered important. However, in these schools a combination of circumstances limit the offerings to an average of four activities. Chief among the limiting factors are insufficient leadership and inadequate facilities.

The limited selection of activities indicates that certain students are not being granted the necessary opportunities to engage in intramural activities.

Local Schools

1. The median number of activities in the intramural program is four.
2. The majority of schools, seventy-nine (79%) percent, finance the intramural program with Board of Education funds which in some cases are augmented with athletic gate receipts.
3. The majority of schools, sixty-nine (69%) percent, indicate that a combination of circumstances, including inadequate facilities

and lack of student time, limit the effectiveness of the intramural program.

Conclusion

Local schools are faced with an indigenous problem in scheduling an intramural program. Students are frequently subjected to an extremely rigid bus schedule which eliminates much recreational play time at school. Therefore, an intramural program, to be successful, has to be organized during the school day. This, of course, is complicated by the ever-present facility problem since the instructional class program must be given first priority in the use of facilities. Frequently the only available time for intramural activity is during the noon hour.

While cognizant of the difficulties in the local schools, there nevertheless exists the situation whereby only four activities are offered to boys and financing is accomplished to a great degree by athletic receipts, not school funds. The latter tends to suggest a lack of concern for the importance of intramural activities.

The local schools are not realizing the potential of the intramural programs.

Criteria for Interscholastic Program

Interscholastic sport experiences should be provided and administered by schools for secondary school boys who benefit from them. (Criterion 2, under "After School Program" p. 62.)

In order to fulfill the desires and needs of certain boys in physical

education, the program must include activity on a higher level of skill, strategy and competition than is found in the instructional class or intramural programs. To meet this need, interscholastic sport experiences in a variety of activities, under direct school supervision, must be provided. Since the interscholastic program is contributing to the formal education of certain boys, it must be considered an integral part of the school curriculum.⁵²

<u>Questions Related to Interscholastic Activities</u>		<u>Percentage</u>		
		<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
48.	Which of the following activities are offered in the boys' interscholastic program?			
	Football			
	Basketball			
	Baseball			
	Soccer			
	Tennis			
	Golf			
	Outdoor Track & Field			
	Indoor Track & Field			
	Cross Country			
	Swimming & Diving			
	Gymnastics & Tumbling			
	Volleyball			
	Lacrosse			
	Bowling			
	Fencing			
	Wrestling			
	Boxing			
Results are indicated in terms of the total number of activities offered.				
Total Activities Offered:				
	None	0	0	0
	One.....	2	0	0
	Two	6	0	5
	Three	5 Med	8	8 Med
	Four	2	10 Med	8
	Five	1	4	1
	Six	1	8	0
	Seven	0	2	0
	Eight	0	1	0
	No Answer	0	1	0

⁵²Department of Education, State of Ohio, loc. cit., p. 73.

		<u>Percentage</u>		
		<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
44.	If a booster club exists in your locality what is its function concerning inter-scholastic competition?			
	1. No booster club exists	31	14	79
	2. To render services when requested....	58	79	20
	3. To render advisory influence on athletic policy	11	5	0
	4. To exert dominating influence on athletic policy	0	0	0
	5. No answer	0	2	1
140.	What is the function of the booster club in your locality, if one exists, in regard to interscholastic activity?			
	1. None exists	33	20	65
	2. Functions as a service organization..	67	74	31
	3. Functions as an advisory body on athletic policy	0	3	0
	4. Functions as a domineering influence in interscholastic athletics	0	0	4
	5. No answer	0	3	0
43.	Who institutes policy concerning inter-scholastic competition?			
	1. Athletic director	17	32	29
	2. Athletic board (including coaches of all sports, administrators, classroom teachers, student representatives)...	52	29	51
	3. Athletic board (including coaches of all sports)	23	38	16
	4. No answer	8	1	4
142.	In your opinion what should be the appropriate role of interscholastic athletics in terms of the complete school curriculum?			
	1. An extracurricular activity financed by means exclusive of Board of Education funds	18	18	27
	2. An integral part of the school curriculum financed by Board of Education funds	35	59	34
	3. An integral part of the school curriculum but financed by means exclusive of Board of Education funds	47	23	38
	4. No answer	0	0	1

Exempted Village Schools

1. The median number of activities offered in the interscholastic program is three.

2. Policies concerning interscholastic athletic policy are instituted by an athletic board and half of the schools.

3. The majority of principals, ninety-two (92%) percent, indicate that athletics should be considered as an integral portion of the curriculum. However, forty-seven (47%) percent indicate that this integral portion of the curriculum should be financed by means other than Board of Education funds.

4. The booster club associated with interscholastic activity functions as a service organization in sixty-seven (67%) percent of the schools.

Conclusion

Three activities are offered in the interscholastic program. Competition in these activities is determined by an athletic board in more than half of the schools. A booster club exists in seven out of ten cases but renders service to the program and does not attempt to usurp the school's prerogative relative to athletics. Principals are almost unanimous in their belief that interscholastic athletics are important and necessary in the curriculum. However, approximately half of the administrators do not want school funds used to support athletics.

Considering athletics as an integral part of the curriculum and then not rendering financial assistance is sheer hypocrisy. Due to

this situation and the lack of opportunity in a variety of activities, the interscholastic program does not fulfill its purpose in exempted village schools.

City Schools

1. The median number of interscholastic activities offered to boys is four.

2. Sixty-eight (68%) percent of the schools indicate that athletic policy is instituted by athletic boards.

3. The majority of principals, fifty-nine (59%) percent, indicate that athletics should be considered an integral portion of the school curriculum financed by Board of Education funds.

4. The booster club associated with interscholastic activity functions as a service organization in three-fourths of the schools.

Conclusion

Approximately six out of ten school administrators believe that interscholastic athletics is an integral part of the school curriculum and as such should be financed with Board of Education funds. Seven out of ten schools utilize an athletic board to formulate athletic policy. Booster clubs in these schools render services upon request and do not dominate athletic policy. The schools offer an average of four sports per year in this area. This is inadequate to provide for varied interests of boys.

In general, although the acceptance and control of the program is educationally sound, the lack of variety in offerings indicates that

student needs are not being entirely satisfied.

Local Schools

1. The median number of interscholastic activities is three.
2. Policies concerning interscholastic athletic policy are instituted by an athletic board in sixty-seven (67%) percent of the schools.
3. The majority of principals, seventy-two (72%) percent, indicate that athletics should be considered as an integral portion of the school curriculum. However, thirty-eight (38%) percent of the principals indicate that interscholastic activities should be financed by means other than Board of Education funds.
4. The majority of schools, seventy-nine (79%) percent, indicate no booster club connected with the interscholastic program.

Conclusion

The majority of schools indicate that interscholastic athletics are an integral part of the school curriculum. Policies concerning athletics are instituted by athletic boards. Control of interscholastic athletics is maintained by the school. The majority of schools offer only three or four activities per school year. However, local schools with only limited enrollment can hardly offer more so that the three or four activities would seem adequate. Athletics, if considered an integral part of the school curriculum, must be financed commensurate with other areas of the school program. By not doing this, the local schools handicap an otherwise satisfactory interscholastic program.

Criteria for Recreation Program

Facilities and supervision should be provided for all students during after school hours. (Criterion 3, under "After School Program" p. 62.)

In order to promote healthy, safe after school recreation for pupils, the school should provide facilities and supervision for the benefit of all students. The limitation in many areas of play space exclusive of school facilities, coupled with the rise in juvenile delinquency throughout Ohio, indicates that the schools must contribute in the efforts to provide wholesome outlets for after school student energy.⁵³

<u>Questions Related to Recreation</u>		<u>Percentage</u>		
		<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
30.	Are school facilities available for use by boys not on interscholastic teams after regular school hours?			
1.	School facilities are closed after regular school hours	35	20	16
2.	Outdoors facilities are available to students after school hours	23	26	41
3.	Indoor facilities are available to students after school hours	0	5	4
4.	Indoor and outdoor facilities are available to students after school hours	41	38	37
5.	No answer	1	11	2
31.	Is supervision provided for students not on interscholastic teams using after school facilities?			
1.	No supervision available after school	52	41	66

⁵³

Means, loc. cit., p. 21.

	<u>Percentage</u>		
	<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
2. Supervision of indoor but not outdoor facilities	11	20	16
3. Supervision of outdoor but not indoor facilities	5	11	4
4. Supervision is provided for all facilities	29	26	8
5. No answer	3	2	6

Exempted Village Schools

1. Sixty-four (64%) percent of the schools provide either indoor or outdoor play space for boys after school hours.

2. Forty-one (41%) percent of the schools provide both indoor and outdoor play space.

3. Fifty-two (52%) percent of the schools do not provide supervision for after school facilities.

Conclusion

Less than half of the schools provide indoor and outdoor play space for boys after regular school hours. More than half of the schools do not provide supervision for these facilities.

The schools are not meeting pupil needs for after school play space.

City Schools

1. Sixty-four (64%) percent of the schools provide outdoor play space for pupils' after school use.

2. Forty-three (43%) percent of the schools do provide indoor play space for pupils' after school use.

3. Fifty-seven (57%) percent of the schools provide supervision

of either indoor and outdoor facilities, outdoor or indoor facilities during after school use.

Conclusion

More than half of the schools provide outdoor play space for boys after school recreation but only four of ten schools provide indoor play space. More than half of the schools indicate that supervision is provided for these facilities.

The city schools are meeting pupil needs for supervised after school play space except during inclement weather when indoor facilities are inadequate.

Local Schools

1. Seventy-eight (78%) percent of the schools provide outdoor play space for boys' after school use.

2. Forty-one (41%) percent of the schools provide indoor play space for boys' after school use.

3. Sixty-six (66%) percent of the schools do not provide supervision of facilities in use during after school hours.

Conclusion

The majority of schools provide outdoor but not indoor after school play space. In approximately seven out of ten schools supervision of these facilities is not provided.

The schools are not meeting pupil needs for supervised after school play space.

Space and Facilities Provided for Boys' Program

Introduction

Each area of the boys' program in physical education is related to all other areas of the program. It is necessary to provide leadership, administration, activities and space in which to conduct the activities. Neglect of any one phase of the program and all phases subsequently suffer. This is easily realized by most persons when analyzing, for example, the effect of leadership upon students. Worthwhile outcomes are achieved only when proper guidance is supplied. Not as easily recognized is the importance of proper facilities for physical education. It is most difficult to conduct an adequate program without the necessary space, facilities and equipment.

This section of the study will analyze the space and facilities that Ohio schools provide for boys' physical education, as follows:

1. Outdoor Play Areas
2. Indoor Play Areas
3. Sanitation and Safety of Indoor Play Areas
4. Locker Room, Shower, and Personal Equipment

Criteria for Outdoor Facilities

The outdoor play area should provide adequate space for conducting a modern program of physical education and is readily accessible to students. (Criterion 1, under "Space and Facilities" p. 63.)

A well-balanced physical education program necessitates outdoor facilities. They are necessary in order to teach the common outdoor team and individual sports of American culture. The facilities must

be free from hazards, lined for class use and in proximity to the school. Facilities removed from the vicinity of the school provide possible use by the intramural or interscholastic program but do not meet the needs of the instructional class program.⁵⁴

<u>Questions Related to Outdoor Facilities</u>		<u>Percentage</u>		
		<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
35.	Is the available outdoor play space for boys large enough to conduct class activities without crowding or limiting the selection of activities?			
	1. No outdoor play space available.....	0	23	4
	2. Outdoor play space is too small to permit play without crowding and necessitates a limited selection of activities	29	29	37
	3. Ample outdoor play space available..	71	47	54
	4. No answer			
37.	Are areas of the outdoor playing space devoted to special activities? (Tennis, shuffleboard, handball, etc.)			
	1. No special facilities	41	64	45
	2. Special areas designated but not permanently lined	23	20	45
	3. Special areas designated and permanently lined	35	14	4
	4. No answer			
36.	Are the outdoor facilities for instructional class periods in proximity to the school?			
	1. No outdoor facilities	0	17	4
	2. Ten minutes or longer walk from school	6	0	4
	3. Five to ten minute walk from school.	6	12	4
	4. Adjacent to school	88	71	83
	5. No answer			

⁵⁴ Voltmer and Esslinger, loc. cit., p. 208.

Exempted Village Schools

1. Seventy-one (71%) percent of the schools indicate ample outdoor play space available.

2. Forty-one (41%) percent of the schools indicate no special facilities. Fifty-eight (58%) percent of the schools report special areas but only thirty-five (35%) percent indicate permanently lined areas.

3. Eighty-eight (88%) percent of the schools indicate facilities adjacent to the school.

Conclusion

Ample outdoor space is available in seven out of ten schools. A majority of schools indicate special areas of facilities although only three out of ten provide permanently lined areas for class use. Nine out of ten schools indicate facilities adjacent to the school. The schools are generally meeting program demands for outdoor facilities.

City Schools

1. Forty-seven (47%) percent of the schools indicate ample outdoor play space available. Fifty-two (52%) percent of the schools report either no outdoor play space or inadequate space.

2. Sixty-four (64%) percent of the schools indicate no special facilities.

3. Seventy-one (71%) percent of the schools indicate facilities adjacent to the school.

Conclusion

More than half of the schools do not have ample playground space or adequate special outdoor facilities. The facilities available are adjacent to the school. In general, the schools are not meeting program demands for outdoor facilities.

Local Schools

1. Fifty-four (54%) percent of the schools report ample outdoor space available.
2. Forty-five (45%) percent of the schools indicate no special facilities. Forty-nine (49%) percent of the schools indicate special facilities but only four (4%) percent are lined for class use.
3. Eighty-three (83%) percent of the schools report facilities adjacent to the school.

Conclusion

More than half of the schools provide ample playground space. A plurality of schools report special facilities but these are not permanently lined for class use. Eight out of ten schools indicate that outdoor facilities are adjacent to the schools. In general, the schools are providing ample outdoor space adjacent to the school but with inadequate permanent special facilities.

Criteria for Indoor Play Areas

Adequate indoor space should be provided to accommodate existing class sizes. (Criterion 2, under "Space and Facilities" p. 63.)

Physical education, by the nature of its activities, must have

adequate indoor space to conduct indoor activities. This space must include a gymnasium plus subsidiary rooms for special activities. A well developed program of physical education includes aquatic activities which necessitates swimming facilities. The school must have its own swimming facilities or access to a community pool for instructional class use.⁵⁵

<u>Questions Related to Indoor Play Areas</u>		<u>Percentage</u>		
		<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
33.	Is the available indoor play space for boys large enough to conduct class activities without crowding, limiting the selection of activities?			
1.	No indoor play space	0	0	0
2.	Indoor play space is too small to permit play without crowding and necessitates a limited selection of activities.....	71	56	75
3.	Ample indoor play space available...	29	44	25
4.	No answer	0	0	0
32.	What indoor play space is provided to accommodate inside instructional class activities?			
1.	One gymnasium provided	65	68	87
2.	One gymnasium plus small rooms adequate for accommodating special activities are provided. (Special activities refer to dancing, correctives, etc.)	11	6	12
3.	More than one gymnasium plus small rooms for special activities are provided.....	18	24	0
4.	Others	6	0	0
5.	No answer	0	2	0

⁵⁵
LaPorte, loc. cit., p. 43.

		<u>Percentage</u>		
		<u>Exempted</u>	<u>City</u>	<u>Local</u>
		<u>Village</u>	<u>_____</u>	<u>_____</u>
38.	Are swimming facilities available for use in the instructional class period for boys?			
1.	No facilities available	88	80	91
2.	Off-campus swimming facilities available	6	12	0
3.	Swimming facilities available on school grounds	6	8	4
4.	No answer	0	0	5

Exempted Village Schools

1. Seventy-one (71%) percent of the schools report indoor play space too small for a full selection of activities.
2. Sixty-five (65%) percent of the schools report that the indoor play space consists of one gymnasium.
3. Eighty-eight (88%) percent of the schools report no available swimming facilities.

Conclusion

Three-fourths of the schools report the existence of some indoor facilities for physical education. These facilities are inadequate for a well-rounded physical education program. Swimming facilities are almost non-existent. The majority of schools are not providing for the needs of students in terms of indoor facilities.

City Schools

1. Fifty-six (56%) percent of the schools report indoor play space too small for a fully developed activity program.

2. Forty-four (44%) percent of the schools report ample indoor facilities for a fully developed indoor activity program.

3. Sixty-eight (68%) percent of the schools report that indoor play space consists of one gymnasium.

4. Eighty (80%) percent of the schools report no available swimming facilities.

Conclusion

More than half of the schools report that indoor facilities are too limited for a well-rounded activity program. Seven out of ten schools indicate that one gymnasium is the only available play space. Eight out of ten schools have no access or available swimming pool.

The facilities of city schools limit the scope of physical education programs.

Local Schools

1. Seventy-five (75%) percent of the schools report indoor play space too small for a full selection of activities.

2. Eighty-seven (87%) percent of the schools report that the indoor play space consists of one gymnasium.

3. Ninety-one (91%) percent of the schools report no available swimming facilities.

Conclusion

Three-fourths of the schools report a limited activity program due to inadequate space. In approximately nine out of ten schools the only available play space consists of one gymnasium. The same

number of cases indicate that there is no swimming pool available for class use.

The program of physical education is being curtailed in local schools because of insufficient indoor space.

Criteria for Sanitation and Safety of Indoor Play Areas.

The existing indoor facilities should be sanitary, floors of hardwood, and areas marked for a variety of activities. (Criterion 3, under "Space and Facilities" p. 63.)

The indoor facilities are lined for a variety of activities to facilitate class use, are free from hazardous obstructions, and are maintained in a sanitary fashion.⁵⁶

<u>Questions Related to Sanitation and Safety</u>	<u>Percentage</u>		
	<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
34. Are the gymnasium floors hardwood? Are lines Painted? Are walls smooth and clear? Are radiators and drinking fountains recessed? Is ceiling height at least twenty feet?			
1. Standards not met	18	9	16
2. Standards Approximately met	41	47	45
3. Standards entirely met	41	44	33
4. No answer	0	0	6

Exempted Village Schools

1. Eighty-two (82%) percent of the schools indicate that the existing facilities are either entirely or approximately sanitary, free from hazard and permanently lined for class activities.

⁵⁶. LaPorte, op. cit., p. 43.

Conclusion

The majority of exempted village schools provide indoor facilities that are sanitary, free from hazard and lined for class activities.

City Schools

1. Ninety-one (91%) percent of the schools indicate that the existing facilities are either entirely or approximately sanitary, free from hazard and permanently lined for class use.

Conclusion

Nine out of ten schools provide indoor facilities that are sanitary, free from hazard, and permanently lined for class use.

Local Schools

1. Seventy-eight (78%) percent of the schools indicate that the existing facilities are either entirely or approximately sanitary, free from hazard, and permanently lined for class use.

Conclusion

Roughly eight out of ten schools provide indoor facilities that are sanitary, free from hazard, and lined for class activities.

Criteria for Locker Room, Showers, and Personal Equipment

A locker room and shower room should be provided for the use of boys. (Criterion 4, under "Space and Facilities" p. 63.)

The school undertakes the responsibility for student health and well-being during the school day. In accordance with this policy the

school controls the supply of towels and gymnasium uniforms for the instructional class program. Shower room and locker facilities are also provided for student use by the school. Unless these items are controlled, the school is not meeting its obligation to the development of worthwhile student health habits and personal hygiene.⁵⁷

<u>Questions Related to Locker and Shower Rooms</u>		<u>Percentage</u>		
		<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
40.	Are showers taken by boys after instructional class periods?			
1.	No shower facilities available.....	6	0	12
2.	Boys are requested to take showers after activity; not a mandatory requirement	35	38	58
3.	Showers are mandatory after activity class	52	61	25
4.	No answer	7	1	5
42.	Are individual locker facilities provided for boys?			
1.	No lockers facilities are available for class program	24	20	34
2.	Lockers are shared by boys	41	23	41
3.	Individual lockers provided for boys	35	55	25
4.	No answer	0	2	0
The school supplies personal equipment (towels, uniforms) for students in the instructional class program.				
41.	Are towels made available for boys' use by the school?			
1.	No towel service by school	18	59	54
2.	Towels supplied to students and a fee charged	18	15	4

⁵⁷ LaPorte, loc. cit., p. 44.

		<u>Percentage</u>		
		<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
3.	Towels supplied to students at school expense	0	0	0
4.	Students bring their own towels.	64	26	37
5.	No answer	0	0	5
14.	Do boys wear appropriate clothing when participating in the physical education program?			
1.	Street clothes are worn	6	3	12
2.	Some boys change from street clothes to gymnasium clothing...	23	6	54
3.	All boys change from street clothes to gymnasium costume	71	85	33
4.	No answer	0	6	1
15.	Does the school furnish appropriate gymnasium attire to boys for physical education classes?			
1.	No clothing furnished	94	83	95
2.	Appropriate clothing furnished and a fee charged to students....	6	0	0
3.	Appropriate clothing furnished to boys at school expense	0	0	4
4.	No answer	0	17	1

Exempted Village Schools

1. Eighty-seven (87%) percent of the schools provide shower facilities for students. Fifty-two (52%) percent of the schools require students to take showers after activity classes.

2. Seventy-six (76%) percent of the schools provide locker facilities. Thirty-five (35%) percent of the schools provide individual lockers for students.

3. Eighteen (18%) percent of the schools supply towels for student use.

4. Seventy-one (71%) percent of the schools report that boys change from street clothing to gymnasium attire for activity classes.

5. Ninety-four (94%) percent of the schools report that they do not furnish gymnasium attire to students.

Conclusion

Almost nine out of ten schools have shower facilities. Half of the schools require showers after activity.

Approximately only one out of five schools provides towel service for boys. Roughly , eight out of ten situations indicate locker facilities for boys and three-fourths of the schools require students to change from street clothing to gymnasium attire. Practically none of the schools supply or control gymnasium clothing.

The schools seem inconsistent in this area of the program. They provide and control lockers and showers but do not assume the responsibility for towels and uniforms which are essential factors in a healthful locker and shower room program.

City Schools

1. Ninety-nine (99%) percent of the schools provide shower facilities for students. Sixty-one (61%) percent of the schools require students to take showers after activity classes.

2. Seventy-eight (78%) percent of the schools provide locker facilities. Fifty-five (55%) percent provide individual student lockers.

3. Fifteen (15%) percent of the schools provide towels for student use after activity classes.

4. Eighty-five (85%) percent of the schools indicate that boys change from street clothing to gymnasium attire for activity classes.

5. Eighty-three (83%) percent of the schools report that they do not furnish gymnasium attire to students.

Conclusion

The majority of schools provide shower facilities and require students to take showers after activity classes. However, these schools do not provide towels for student use after showers. The majority of schools provide individual locker facilities for students. The majority of schools require that boys change to gymnasium attire for activity classes but the schools do not supply students with gymnasium attire in the majority of cases.

The schools seem inconsistent in this area of the physical education program. They provide and control lockers and showers but neglect responsibility for towels and uniforms which are essential factors in a healthful locker room and shower room program.

Local Schools

1. Eighty-three (83%) percent of the schools provide shower facilities for students. Twenty-five (25%) percent require students to take showers after activity classes.

2. Sixty-six (66%) percent of the schools provide locker facilities. Twenty-five (25%) percent provide students with individual lockers.

3. Four (4%) percent of the schools provide towels for student use.

4. Thirty-three (33%) percent of the schools report that boys change from street clothing to gymnasium attire for activity classes.

5. Ninety-five (95%) percent of the schools report that they do not furnish gymnasium attire to students.

Conclusion

Eight out of ten schools provide shower facilities but do not require students to take showers after activity classes. The majority of schools do not provide towels for student use after showers. Although shower facilities are provided this area is undeveloped as the majority of students are not required to take showers after activity.

The majority of schools provide locker facilities for student use but do not require that boys change into gymnasium attire. The schools do not provide students with gymnasium attire in a majority of cases.

Although locker facilities are provided they are not used to an appreciable extent since boys do not change clothing for activity classes.

The majority of schools are not providing a healthful locker and shower room program.

Summary and Conclusions

Introduction

This phase of the study has been conducted for the purpose of discovering the practices employed in organizing and conducting physical education in sampled schools in the state of Ohio. The summary of the evidence in each phase of the program indicates some strengths and weaknesses when compared to accepted criteria. In view of these compatibilities and incompatibilities with established criteria certain conclusions have been reached. To simplify the reader's task, these conclusions will be grouped under the following headings:

1. Exempted Village Schools
2. City Schools
3. Local Schools

In addition, the conclusions will be related to Leadership, Administration, Instructional Program, Adapted Program, After School Program and Facilities for each of the three types of schools.

EXEMPTED VILLAGE SCHOOLS

Leadership, Boy-Girl

In exempted village schools, the teachers of physical education are certified in the field. There is an adequate ratio of teachers to pupils in the boys' program but this condition does not exist in the girls' activity program. There are too few women physical education teachers in the schools. In general, administrators hire personnel in physical education according to ability to teach in this area. However,

football coaches are hired and evaluated on their won-loss coaching record as well as teaching ability. Teachers of physical education participate in all school functions even though their clock hours of work are above desired standards. This over-loaded teaching schedule is consistent with other curriculum areas in the school.

Administration, Boy-Girl

Principals consider physical education to be an integral portion of the school curriculum. In general, all areas of the program are considered equally important. Finances and facilities are dispensed as need arises. However, principals indicate a disturbing note; namely, that teachers seem to expend their energy on the interscholastic activities to the detriment of the class program. There is no greater emphasis or importance attached to boys' physical education than to the girls' efforts.

Activity Program, Boy-Girl

Neither boys nor girls are required to undergo a medical examination designed to detect students who may be injured by unlimited activity. All students are required to take physical education in all secondary grades, twice a week for thirty to forty-five minutes. The activity program for boys presents to them ten different activities only five of which are taught for a minimum of twelve periods. There are too few activities offered to boys and a rather stagnant, non-progressive curriculum. The girls' activity program includes only eight activities, among which six are taught for the minimum of six weeks. This program is static. In boys and girls activities, teachers are enthusiastic

about the use of this media for total personality development, yet teach with respect to primarily skill and technique. There is little pre-planning of teachings relative to social behavior or sportsmanship. Coeducational activities are highly favored by administrators yet in nine out of ten schools there is no coeducational physical education. Classification is accomplished for boys and girls by means of free period or grade with very little emphasis upon need, interest, and maturation level.

Adapted Program of Activities, Boy-Girl

Those boys or girls unfortunate enough to be handicapped are either excused from participating in physical education or are placed into the regular program according to the extent of their disability. There are almost no schools providing special classes for the handicapped. The special facilities necessary for adapted activities are too limited for an effective program.

After School Activities, Boy-Girl

The intramural program for boys is financed by Board of Education funds. The number of activities is limited to four due to inadequate facilities among other limiting factors. The girls' intramural program is also financed with school funds and the number of activities is limited to three.

The boys' interscholastic program is viewed by administrators as an important function of education. Yet the administrators do not want school funds diverted to this source. Booster clubs exist in many schools

but serve as service organizations and do not dominate athletic policy. The program only offers three activities for boys to participate in. This is insufficient to provide all boys with opportunities in this area. The girls' interscholastic program is very limited, usually consisting of only one activity of a sport of play-day nature.

Less than one-half of the schools provide indoor and outdoor play space for boys although girls are more fortunate in this are. Supervision is lacking for after school facilities.

Space and Facilities, Boy-Girl

There is ample outdoor play space for boys' and girls' activities in proximity to the school. This space is generally not marked or devoted to specialized activities. Indoor facilities consist of one gymnasium shared by boys and girls with no adjacent play areas or swimming facilities.

Shower and locker rooms are provided for boys and girls. Boys regularly engage in showers after activity but girls do not. The schools do not assume control of towel or gymnasium uniforms. Both boys and girls change from street clothing to gymnasium attire.

City Schools

Leadership, Boy-Girl

Teachers of physical education in city schools maintain state certification in this area. The coaches also are certified in the physical education field. In general, teachers are hired in this curriculum area because of ability. Only football coaches are accorded an added rating factor; namely, won-loss record. There is a satisfactory ratio of teachers per boys but an inadequate number of women teachers for the girls in school. Girls' classes are generally too large. Teachers of physical education participate in all school functions even though their daily teaching schedule is too heavy.

Administration, Boy-Girl

Administrators consider physical education to be an integral portion of the school program. Facilities, finances and leadership are accorded to the various phases of the program as needs dictate. There is an equitable relationship, according to administrative opinions, between boys' and girls' physical education.

Activity Program, Boy-Girl

City schools do not require students to undergo a medical examination as a prerequisite to activity classes. An annual examination is not necessary or feasible but an effort should be made to take precautions in this area at some stage of the child's school career.

Boys and girls are required to participate in physical education twice a week for thirty to forty-five minutes in all secondary grades.

There is sufficient variety in the boys' activities but insufficient time is devoted to some of the sports and games. Twelve activities are offered to boys but only five are taught for at least six weeks. There is no effort to include "carry-over" sports in the eleventh or twelfth grades. Girls have insufficient variety in their program and only five sports are taught in a twelve period block. There is an attempt in the girls' program to include recreational sports in the latter two grades.

In boys' and girls' activities there is an effort to teach in terms of the whole child by stressing more than skill and technique in the sport. There is no pre-planning of teaching relative to social behavior.

Administrators are in favor of coeducational activity but the majority of schools do not include this in the program.

Teachers include pupils in the planning and evaluating of their activities. Classification for activity is based upon grade or free period not developmental age or interest.

Adapted Program of Activities, Boy-Girl

Many students with disabilities are excused from physical education. Others are placed into the regular program and participate when their disability permits. There are no special classes for the handicapped and very few of the necessary specialized facilities necessary for an effective program.

After School Activities, Boy-Girl

Intramurals for boys are financed by school funds and consist in the average situation of four sports. The program is limited in scope due to insufficient leadership and inadequate space. The girls also have an intramural program financed by school funds and consisting of four activities.

Administrators are heartily in favor of interscholastic athletics for boys. The program, however, is not supported by tax funds but gate receipts and booster club help. This club, in the majority of schools, is a service organization. The program is limited to four activities in the majority of city schools. The girls' program of interscholastic athletics is not extensive. Only play or sport days in one activity is the usual extent of the program. There is no financial help from the school.

Girls in seven out of ten schools have after school play space with supervision. The boys have outdoor but not indoor space and no supervision is available for these facilities.

Space and Facilities, Boy-Girl

The outdoor space of city schools is totally inadequate for the conduct of a physical education program. Indoor space is that small that it dictates a limited selection of activities for boys and girls. There are no swimming facilities available. The sanitary condition of the available facilities is satisfactory.

The school provides lockers and shower rooms for boys and girls. Girls do not, as a rule, shower after activity although they do change

from street clothing to gymnasium attire. Boys change clothing for physical education and shower after activity. The school does not assume control or responsibility for towel service or gymnasium uniforms.

Local Schools

Leadership, Boy-Girl

The teachers of physical education in local schools are certified in the field. There are sufficient men teachers but an inadequate number of women teachers to insure a proper ratio between teacher and girls.

The teachers of physical education are hired primarily upon ability in areas of the curriculum other than physical education. Therefore, in this respect physical education is considered of secondary importance by administrators.

The teachers attend all school functions even though their teaching load is in excess of other curriculum areas.

Administration, Boy-Girl

Principals maintain that physical education is an integral function of the school program in seven out of ten cases. Yet in more than half of the schools, as stated previously, persons are hired for other areas primarily, secondarily in physical education.

Facilities and finances are granted those areas of the program as needs dictate. The administrators indicate that leadership grants the interscholastic program the majority of its interest, time and enthusiasm.

Activity Program, Boy-Girl

Neither boys nor girls have as a prerequisite to unlimited physical education, a medical examination.

Physical education is required of boys and girls twice a week for thirty to forty-five minutes, in all secondary grades.

The boys are offered the opportunity to participate in eight activities during their secondary physical education. Only five of these activities are taught for a block of six weeks or more. The curriculum is limited in opportunity and stagnant concerning progression. The girls are offered seven activities of which only three are taught for a minimum of twelve periods. This curriculum is also limited and static.

Teachers of boys and girls in physical education evidence concern for total personality development yet teach with concern primarily for skill and technique. There is no pre-planning of teachings relative to social behavior or sportsmanship.

A desire is evidenced by administrators and teachers for coeducational activities. At the present time none exists in the program.

Pupils are given opportunity to aid in planning and evaluating their classes. Classification occurs upon the basis of class or grade, not with respect to maturation level need or interest.

Adapted Program of Activities, Boy-Girl

There are no special classes of adapted physical education. Whenever possible handicapped pupils are placed into the regular program. If this cannot be accomplished then the child is excused from physical education.

There are only limited facilities of a specialized nature necessary for work with the handicapped.

After School Program, Boy-Girl

The intramural program is emphasized in local schools due to the very rigid student bus schedule. The existing program is not financed by school funds and consists of four activities for boys and two for girls.

On the interscholastic level, the girls have no program, the boys a program of three sports. The school controls the program and no booster clubs exist.

In seven out of ten schools indoor facilities are closed after school hours; outdoor play area is available but no supervision is provided.

Space and Facilities, Boy-Girl

There is adequate outdoor and indoor play space for boys and girls in local schools. However, this play space is not specialized for particular activities. The existing facilities are considered sanitary and safe.

Boys and girls have shower rooms but neither are required to shower after activity; At least half of the boys and girls do not change from street clothing to gymnasium attire. This situation is in part caused by poor locker facilities in many schools. The schools do not assume control of towel service or gymnasium uniforms.

CHAPTER V

STUDENTS', TEACHERS' AND ADMINISTRATORS' OPINIONS OF PHYSICAL EDUCATION

Areas in Need of Improvement According to Principals and Teachers

Principals and physical education teachers were requested to indicate at the conclusion of their respective questionnaires those areas of the physical education program in the greatest need of improvement. The items listed by the teachers and principals were translated to the following:

1. Leadership
2. Administration
3. Activity Program
4. Program of Adapted Activities
5. After School Program
6. Facilities

These are the areas which were under consideration in the previous phases of the study. Each major area is further categorized to indicate the common recurring problems of the schools. For instance, the total number of principals or men or women teachers who signify problems in an area such as leadership, is indicated by placing this figure directly opposite the program area in question. Then an analysis is made of these totals to indicate which particular phase of the program area is considered in need of improvement by teachers and principals.

Conclusions for exempted village schools, city schools, and local schools follow the presentation of the data.

TABLE I

AREAS IN NEED OF IMPROVEMENT AS INDICATED BY TEACHERS AND PRINCIPALS

PROGRAM AREA		EX. VILLAGE			CITY			LOCAL		
		Teacher	Principal		Teacher	Principal		Teacher	Principal	
		Men	Women		Men	Women		Men	Women	
1. Leadership	TOTAL	1	4	6	1	2	6	0	6	6
Number of teachers		1	3	3	1	1	0	0	6	2
Teacher load		0	1	0	0	1	0	0	0	0
Realtive emphasis of coach- ing versus teaching		0	0	3	0	0	6	0	0	4
2. Administration	TOTAL	7	7	2	7	10	9	6	1	3
Medical Examination		0	3	1	3	3	6	1	6	2
Physical Ed. Requirement		5	1	1	3	4	3	4	1	0
Length of period; size of class		2	3	0	1	3	0	1	0	1
3. Activity Program	TOTAL	4	9	1	7	13	5	1	2	5
Coeducation		0	2	1	1	3	2	0	1	2
Carry-over Sports		1	3	0	3	6	0	0	1	0
Classification		3	4	0	3	2	1	1	0	0
Variety of Activities		0	0	0	0	2	2	0	0	3
4. Adapted Program	TOTAL	3	4	8	8	5	7	2	3	8
5. After School Activity	TOTAL	4	2	2	10	7	6	1	1	6
Intramurals		4	1	2	9	6	6	1	1	6
Interscholastics		0	1	0	1	0	0	0	0	0
Finances		0	0	0	0	1	0	0	0	0
6. Facilities	TOTAL	16	13	3	23	28	8	23	15	8
Indoor		5	5	0	7	8	3	9	4	4
Outdoor		4	3	0	12	10	3	7	2	0
Locker & Shower Room		7	5	3	4	7	2	7	9	4

Exempted Village Schools

Conclusion

Principals are of the opinion that there are two areas in need of great improvement in physical education. The first is the concern for the lack of a suitable program for the handicapped pupil. Second, in the area of leadership, administrators recognize a lack of teaching personnel and an over-emphasis by the teachers in interscholastic activities relative to the instructional class or intramural program.

Teachers on the other hand are most vitally concerned with inadequate facilities. Both men and women list indoor, outdoor, and shower space as the areas in greatest need of improvement.

The important feature of these findings would seem to be the necessity for improved communications between administrators and teachers of physical education regarding the basic needs of the program.

City Schools

Conclusion

The principals signify particularly four phases of physical education in need of improvement. They list specifically an over-emphasis by teachers in the area of interscholastics, an inadequate program for the handicapped child, the absence of a proper medical examination, and inadequate intramural activities.

The teachers are most intimately concerned with the problem of facilities, particularly outdoor play space. The women also indicate strongly that there is a great need of improvement in all phases of the instructional class program. The second greatest concern among the men

is in the intramural program.

In order to improve the conditions in all phases of physical education there is a great need for cooperation and understanding concerning problems between teacher and administrator. This is not evident in the city schools.

Local Schools

Conclusion

Principals in local schools evidence the greatest concern in two phases of the physical education program. One is the lack of activities for the handicapped, the other inadequate facilities. There is also a need for improvement in the minds of administrators in intramurals and over-emphasis on coaching.

Teachers are predominately concerned with the need for improved facilities; the men teachers with indoor space and the women with locker and shower rooms.

It seems important for administrators and teachers to establish firm bonds of understanding in order to agree more fully upon needed changes in the physical education program.

Students' Opinions of the Existing Program

Introduction

The following results, drawn from the questionnaires completed by secondary school students in the eleventh or twelfth grades are indicative of student opinion concerning their personal achievement in the physical education program. Personal achievement is measured in terms of the knowledge, concepts and skills which students have gained or partially achieved as a result of their physical education experience. The specific concepts, skills, and knowledge achieved by pupils as determined by the questionnaire include the following: knowledge of the strategy and technique of American sports, physical ability and emotional satisfaction from activity; concepts of cooperation, competition, sportsmanship, leadership, social understanding and self-confidence; skills and recreational activities.

The results are limited since they represent subjective opinion, not objective data and, therefore, cannot be utilized to corroborate or negate the findings, wherever relevant, in other phases of this study. However, the data will represent student reaction to the existing physical education programs in the state of Ohio relative to their personal needs.

CHART I

Questions Related to Student Opinions of the Existing Program	Exempted Village				City				Local			
	Boys		Girls		Boys		Girls		Boys		Girls	
	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree
102. I think that physical education classes help me to understand the technique and strategy of the games and sports that I watch as a spectator .	94	9	86	5	181	25	170	8	145	7	147	5
103. I have a lot of fun in my physical education classes.	94	9	82	9	193	13	167	11	144	8	137	15
107. I think that physical education classes give me an opportunity to learn how to get along with other people by teaching teamwork in games and sports .	99	4	86	5	195	11	172	6	144	8	146	6
109. I have a feeling of security or belonging when I am part of a team in my physical education class.	89	14	82	9	181	25	162	16	132	20	136	16
110. I think that I have to compete or play with students who are better than I am.	45	58	33	58	71	125	68	110	56	96	42	110
111. I have a chance to lead other boys or girls in games and sports in physical education activities.	65	38	60	31	152	54	117	61	89	63	92	60
112. I think that I have learned to become a good winner or a good loser as a result of my physical education classes.	95	8	81	10	180	26	165	13	131	21	138	14
115. I understand more about what my body can or cannot do as a result of my physical education classes.	85	18	75	16	180	26	153	25	131	21	120	32

Chart II - Continued

<u>Questions Related to Student Opinions of the Existing Program</u>	Exempted Village				City				Local			
	Boys		Girls		Boys		Girls		Boys		Girls	
	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree
117. I think that I am better able to make use of my spare time due to sports and games that I learned in my physical education classes.	73	30	59	32	158	48	133	45	117	35	106	46
120. I think that by playing with and against other people in physical education classes, I am better able to understand how people react to different situations and how I should behave in different situations.	99	4	86	5	198	8	169	9	145	7	132	20
121. Physical education has helped to teach me what it means to play fair, to give everyone a chance and to respect other people for themselves.	96	7	86	5	191	15	175	3	145	7	147	5
124. I am now more willing to accept the decisions of referees and officials while playing or watching a game as a result of playing the game in physical education.	86	17	85	6	167	39	161	17	130	22	137	15
126. I think that it is easier to understand and get along with boys and girls as a result of coeducational physical education classes.	79	24	73	18	165	41	141	37	129	23	114	38
127. I feel confident and self-assured after learning new sports and skills in physical education classes.	84	19	79	12	182	24	159	19	140	12	128	24

Conclusion

The results as illustrated on the preceding chart indicate that the vast majority of secondary school boys and girls are of the opinion that they are achieving certain skills, concepts, and knowledge in the physical education class.

The concepts of sportsmanship, leadership, social understanding, and the skills and knowledge gained by students increase their ability to accomplish the developmental tasks of adolescence. The successful completion of tasks by students renders them better able to accommodate or adjust to the complexities of environment and enhances the possibility for successful life. Thus, the existing program of physical education, although in need of great improvement as indicated, is nevertheless contributing to the education of these students.

CHAPTER VI

ELEMENTARY SCHOOL PHYSICAL EDUCATION

Introduction

In the first five years of life the child has evidenced tremendous strides in development. In some respects his maturation rate during these initial years will never again be equaled. Consider the newly born infant, unable to turn or twist the body or raise his head, incapable of speech or sight, unable to wash, feed or clothe himself. These items and a multitude of others are all accomplished by the normal youngster at the magic age of five. Accomplished, yes, but not without stress and turmoil. Many of the skills necessary for "five-year-oldness" were thoroughly disturbing, disliked, and in many instances refused for long periods of time. The first five years were certainly not static either from the standpoint of the observable changes in the child or the dynamics of personality adjustment that the child completed to accomplish the many new skills. Such rapid changes are approached during puberty but even this startling metamorphosis is not comparable to the development of infancy.

The word "magic" was used when referring to the five-year-old. It is truly a magic age since it is a time when the average individual seems to have balanced the demands of the environment and personal needs. The child has achieved a relative state of security. He has some sense of right and wrong, reward and punishment, developed knowledge concerning what his body can or cannot do.

However, the status quo exists for only a brief period of time. For it is at this age that the child is introduced into a very new perplexing experience, his school age. He is taken from the secure, known confines of the home and neighborhood and placed into unfamiliar surroundings with strangers. This is certainly an unpleasant occurrence for many youngsters as evidenced by the wails, tears, and confusion often noticed in the vicinity of kindergarten or first grade on the school's opening day. However, the initial reaction to school is not the vital factor. The teacher, within a short period of time, will have made the classroom a second home, a place of friendliness and pleasant surprises. The important factor to consider is that the youngster has entered another phase of development and this one away from home, in effect, in the world of men.

He is clay ready to be molded; bright, eager, acquisitive. His future schooling, his role in life, will in a large part be determined by his acceptance or rejection of elementary school. No other phase of organized education is as vital as grade school. Maximum effort must be put forth to insure the proper reception for each and every child.

As the entire educative process must be geared to highest quality performance, so must physical education. The child knows and appreciates play. His self-confidence, acceptance by age mates, enjoyments of the entire school experience, will for many years be heavily based upon playtime. Physical education must do more than the average in this age level since it is primarily responsible for play in the

curriculum. It must be exceptional at all times to justify its function.

The elementary school program of physical education will be analyzed in exempted village, city, and local schools. Principles of a sound program have been formulated with corresponding criteria. Principals and teachers have been asked to supply the facts and figures relative to their local programs. Their answers have been applied to the established principles. The physical education program will be analyzed according to the following general areas:

1. Leadership
2. Activity Program
3. After School Program
4. Facilities

Leadership

Introduction

Children between five and ten have strong tendencies to recognize value upon the basis of reward and punishment, emotional satisfaction or dissatisfaction, and imitation. There is very little reason or logic employed in their value formation. Yet it is during these early years that value formation through reason should be developed. And the playfield is an excellent stage for producing the situations conducive to this development. It requires that children be placed into the play situation with trained teachers and the area be considered as educational not merely recreation.

In this area the following phases of leadership will be reviewed:

1. Importance of Physical Education
2. Certification
3. In-Service Training

Criteria for Importance of Physical Education

Physical education should be considered an integral portion of the school curriculum for boys and girls. (Criterion 1, under "Administration")

Physical education contributes to the growth and development of boys and girls. It contributes through its particular medium to the emotional, social, psychological, and physical growth of the child; thus it must be considered an integral portion of the school curriculum.¹

¹

State of Ohio, Department of Education, Handbook for Teachers of Physical Education in the Elementary Grades, 1951, p. 3.

<u>Questions Related to the Importance of Physical Education</u>		<u>Percentage</u>		
		<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
187.	Is the physical education program considered an integral portion of the school curriculum?			
1.	No area of the physical education program is considered an integral portion of the curriculum	6	4	23
2.	Some areas of the physical education program are considered an integral portion of the curriculum	59	40	27
3.	All areas of the physical education program are considered an integral portion of the curriculum	23	50	50
4.	No answer	12	6	0
186.	What is the major consideration in hiring personnel for the physical education program?			
1.	Ability to teach primarily in areas such as mathematics, social studies, etc., secondarily in physical education	29	20	60
2.	Ability to teach primarily in physical education; secondarily in areas such as mathematics, social studies, etc.....	59	80	40
3.	No answer	12	0	0
190.	Does the physical education program provide for the needs of all pupils?			
1.	Provides only for pupils who are physically or mentally normal	41	36	48
2.	Provides for all students including the handicapped	41	54	52
3.	No answer	18	10	0

Exempted Village Schools

1. Fifty-nine (59%) percent of the principals indicate that only some areas of the physical education program are considered an integral part of the school curriculum.

2. Forty-one (41%) percent of the schools report that the program provides only for those students not physically or mentally handicapped. Forty-one (41%) percent of the schools indicate that the program provides for all students.

3. Fifty-nine (59%) percent of the schools report that teachers are hired in physical education primarily upon the basis of their physical education work; secondarily upon ability in other areas.

Conclusion

In six out of ten schools principals only consider some phases of physical education as an integral function of the curriculum. The same number of schools, when hiring teachers for the physical education program, evaluate applicants primarily on the basis of ability in physical education, secondarily upon other teaching areas. Approximately four out of ten schools report that all students are given opportunity in physical education and a like number of schools report that handicapped pupils are not included in the program.

It is doubtful that a majority of exempted village schools truly consider physical education as important. Many schools do not include all students in the program, or all phases of physical education equally important or integral.

City Schools

1. Fifty (50%) percent of the principals indicate that all areas of the physical education program are considered an integral part of the school curriculum.

2. Fifty-four (54%) percent of the schools report that the program provides for all pupils including the handicapped.

3. Eighty (80%) percent of the schools report that teachers are hired in physical education primarily upon the basis of their physical education ability; secondarily upon ability in other areas.

Conclusion

Half of the principals believe that all phases of physical education are an integral function of education. In slightly more than half of the schools all children are provided with opportunities in this area. Eight out of ten principals hire physical education teachers upon the basis of ability in that area.

It appears that the majority of schools include physical education as a vital area in the school curriculum.

Local Schools

1. Fifty (50%) percent of the principals indicate that all areas of the physical education program are an integral part of the school curriculum.

2. Fifty-two (52%) percent of the schools report that the program provides for all pupils including the handicapped.

3. Sixty (60%) percent of the principals report that teachers for physical education are hired primarily upon the basis of their work in areas other than physical education.

Conclusion

Half of the administrators consider all phases of physical education

as important; the other half consider some phases or none as being an important and vital adjunct to the curriculum. Slightly more than half of the schools provide opportunity in this area for all pupils. Teachers are hired not upon physical education qualifications but upon ability in other areas in six out of ten schools. Only secondary consideration is given the leadership needs of physical education.

The majority of local schools do not give due consideration to the role of physical education in the curriculum.

Criteria for Certification

Teachers in the elementary physical education program should be certified in physical education. (Criterion 1, under "Leadership" p.60.)

Adequate qualified leadership in any program must be well trained. The standards determining qualification in the teaching profession are state certification requirements. Therefore, physical education teachers should be certified in physical education in order to insure proper leadership.²

<u>Questions Related to Certification</u>	<u>Percentage</u>		
	<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
182. Are the teachers conducting the physical education program certified in physical education?			
1. All teachers are certified in physical education	23	16	8
2. Some teachers are certified in physical education	23	23	36
3. No teachers are certified in physical education	41	54	56

²
Ibid., p. 51.

		<u>Percentage</u>		
		<u>Exempted</u>	<u>City</u>	<u>Local</u>
		<u>Village</u>	<u>_____</u>	<u>_____</u>
183.	Is the physical education program organized and conducted by special physical education teachers or the regular classroom teacher?			
1.	Organized and conducted by classroom teachers	71	56	80
2.	Organized and conducted by special physical education teachers	18	14	0
3.	Some physical education taught by special teachers, other classes by classroom teachers	0	26	20
4.	No answer	11	4	0

Exempted Village Schools

1. Sixty-four (64%) percent of the schools report none or only some of the teachers in the physical education program are certified.
2. Seventy-one (71%) percent of the schools report that the program is conducted by classroom teachers.

Conclusion

More than six out of ten schools report that only some of the teachers conducting physical education are certified. Four out of ten schools report no teachers are certified in this field. In almost three-fourths of the schools the program is organized and conducted by classroom teachers.

There is a lack of trained leadership, as determined by certification status, in the majority of exempted village schools.

City Schools

1. Fifty-four (54%) percent of the schools indicate that no teachers are certified in physical education.

2. Fifty-six (56%) percent of the schools report that the program is organized and conducted by the classroom teachers.

Conclusion

More than half of the schools report that the program of physical education is organized and conducted by classroom teachers who are without state certification in this field.

There is a lack of trained, state certified personnel in the physical education program of city schools.

Local Schools

1. Fifty-six (56%) percent of the schools indicate that no teachers are certified in physical education.

2. Eighty (80%) percent of the schools report that the program is organized and conducted by the classroom teacher.

Conclusion

In eight out of ten schools the classroom teacher conducts physical education activities. In six out of ten situations there are no certified teachers available in physical education.

The local schools do not, in the majority of cases, provide trained certified personnel for physical education.

Criteria for In-Service Training

In-service training should be provided for the classroom teachers in the physical education program by qualified personnel. (Criterion 5, under "Leadership" p. 60.)

In those schools where the classroom teacher is assigned a physical education period, it is imperative that this teacher be given some training in the area. This training should be undertaken by personnel qualified in the field of physical education.³

<u>Questions Related to In-Service Training</u>	<u>Percentage</u>		
	<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
172. Is in-service training provided for the classroom teacher who must teach physical education?			
1. No in-service training is provided..	76	78	81
2. Supervisors regularly visit the classroom teacher and help with problems in physical education	0	22	5
3. Workshops are attended by classroom teachers in physical education	23	0	10
4. No answer	0	0	0
192. Is in-service training provided for the classroom teacher who also teaches physical education?			
1. No in-service training provided.....	82	50	56
2. Supervisors regularly visit the classroom teacher and help with physical education problems.....	0	22	20
3. Workshops in physical education are attended by classroom teachers.....	12	6	16
4. No answer	0	0	0

Exempted Village Schools

1. Seventy-six (76%) percent of the teachers report no in-service training is provided in physical education.

2. Eighty-two (82%) percent of the principals report no in-service training is provided in physical education.

³

Ibid

Conclusion

In approximately eight out of ten cases neither the classroom teachers nor the principals report any in-service training in physical education. This situation is not conducive to sound leadership in exempted village schools.

City Schools

1. Seventy-eight (78%) percent of the teachers report no in-service training is provided in physical education.

2. Fifty (50%) percent of the principals report no in-service training is provided in physical education.

Conclusion

Approximately eight out of ten classroom teachers indicate that they do not receive assistance in their physical education teaching. Half of the administrators report the same situation.

Even though there is some measure of disagreement between teachers and principals in this area, the majority of schools are not providing in-service training in physical education.

Local Schools

1. Eighty-one (81%) percent of the teachers report no in-service training is provided in physical education.

2. Fifty-six (56%) percent of the principals report no in-service training is provided in physical education.

Conclusion

Eight out of ten teachers receive no assistance in conducting the activities of physical education. Six out of ten principals support this viewpoint.

In general, the majority of local schools do not provide in-service training in physical education.

Activity Program

Introduction

The natural activities of childhood include running, throwing, jumping, climbing and other so-called "big muscle" action. Also at this age level there is a flair for imitation, a desire to act, and portray the roles of fairy tales or imagination.

These items should be the basis of the activity program in physical education. The natural desire of children in this area should be utilized to help form and mold their personality traits. In so doing the school must provide for the health and welfare of the youngster.

This analysis of the activity program will include the following phases:

1. Medical Examination
2. Requirement
3. Variety of Activities
4. Length of Time Devoted to Activities
5. Outcomes
6. Coeducational Activities
7. Planning and Evaluation
8. Adapted Activities

Criteria for Medical Examination

A medical examination should be given to students as a prerequisite to unlimited activity. (Criterion 1, under "Program of Activities" p. 61.)

The school is morally responsible for the health and well-being of pupils. Students who are permitted activity in sports, games, or rhythms of the physical education program must previously undergo a medical examination. Otherwise, pupils with functional or structural defects may be permanently harmed by a program of unlimited physical education activity.⁴

<u>Questions Related to Medical Examination</u>	<u>Percentage</u>		
	<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
170. Is a medical examination required of children before permitting unlimited physical activity in the physical education program?			
1. No medical examination is required...	6	6	14
2. A medical examination is required at parent expense.....	53	56	71
3. A medical examination is required at the school's expense.....	35	24	10
4. No answer	6	14	5
189. Do you believe that a medical examination should be required of pupils before permitting unlimited physical education activity?			
1. Medical examination unnecessary	18	10	0
2. Medical examination should be required and responsibility of the home	53	40	52
3. Medical examination should be required and the responsibility of the school.	23	40	48
4. No answer	6	10	0

Exempted Village Schools

1. Eighty-eight (88%) percent of the schools indicate a medical examination is required of students before unlimited physical activity at school or parent expense.

⁴

Ibid, p. 44.

2. Seventy-six (76%) percent of the principals believe that a medical examination is necessary before unlimited physical activity, at school or parent expense.

Conclusion

Approximately nine out of ten schools indicate that a medical examination is required of pupils previous to unlimited physical activity. Roughly, three-fourths of the principals are in favor of this requirement.

The exempted village schools are meeting established criteria relative to medical examinations.

City Schools

1. Eighty (80%) percent of the schools indicate a medical examination is required of pupils before unlimited physical activity is permitted.

2. Eighty (80%) percent of the principals believe that a medical examination is necessary before unlimited physical activity, at the expense of the school or parent.

Conclusion

In eight out of ten cases, examinations are being given to children before unlimited activity and this is being accomplished according to the beliefs of the principals.

The schools are meeting established standards relative to medical examinations.

Local Schools

1. Eighty-one (81%) percent of the schools indicate a medical examination is required of pupils before unlimited physical activity is permitted.

2. One hundred (100%) percent of the principals believe that a medical examination is necessary before unlimited physical activity, at the expense of the school or parent.

Conclusion

All the principals indicate that they believe a medical examination is necessary before unlimited physical activity. Eight out of ten schools do require an examination before permitting unlimited activity.

The schools are meeting student needs relative to medical examinations.

Criteria for Physical Education Requirement

Physical education activities should be required of boys and girls in all grades of elementary and secondary school. (Criterion 2, under "Program of Activities" p. 62.)

The physical education of elementary and secondary school students is considered an integral part of the educational curriculum of youth. Participation in physical education should be required of all students. Since the physical education needs of youth change with the maturation process, the program of physical education must be extended to all grade levels. There should be a daily requirement in physical education

in grades one through six.⁵

<u>Questions Related to Required Physical Education</u>		<u>Percentage</u>		
		<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
154.	How many days per week is physical education required of pupils in grades one, two, and three?			
1.	No physical education requirement...	47	28	52
2.	One or two days per week	29	36	5
3.	Three or four days per week	0	0	5
4.	Daily	23	36	38
5.	No answer	1	0	0
155.	How many days per week is physical education required of pupils in grades four, five, or six?			
1.	No physical education requirement...	35	24	29
2.	One or two days per week	35	38	33
3.	Three or four days per week	0	14	0
4.	Daily	29	24	38
5.	No answer	1	0	0
197.	How many days per week should physical education be required in grades one, two, or three?			
1.	Daily	35	60	52
2.	Three or four days per week	18	10	16
3.	One or two days per week	29	24	16
4.	No requirement necessary	12	2	16
5.	No answer	6	4	0
199.	How many days per week should physical education be required in grades four, five, or six?			
1.	Daily	29	42	52
2.	Three or four days per week	23	28	30
3.	One or two days per week	35	22	14
4.	No requirement necessary	6	2	4
5.	No answer	7	6	0

⁵ Arnold Gesell, Frances L. Ilg, Child Development, p. 363.

Exempted Village Schools

1. Seventy-six (76%) percent of the schools report either no requirement or one or two days per week in physical education in grades one, two, three.

2. Seventy (70%) percent of the schools report either no requirement or a requirement of one or two days per week in physical education in grades four, five, six.

3. Fifty-three (53%) percent of the principals believe that the requirement in physical education should be either daily or three to four days per week in grades one, two, three.

4. Fifty-eight (58%) percent of the principals believe that the requirement in physical education should be either one or two, or three or four days per week in grades four, five, six.

Conclusion

In practice approximately three-fourths of the schools have a requirement in physical education of only one or two days per week or no requirement at all. This situation exists in grades one through six. Principals in approximately six out of ten cases believe that the requirement should be increased in the first three grades to three or four times per week or daily. In grades four through six the principals favor the requirement to be either one or two or three to four days per week. Neither in practice nor administrative belief is physical education considered as a daily requirement in exempted village schools.

City Schools

1. Sixty-four (64%) percent of the schools report either no requirement or a requirement of one or two days per week in physical education in grades one, two, three.

2. Sixty-two (62%) percent of the schools report either no requirement or a requirement of one or two days per week in physical education in grades four, five, six.

3. Seventy (70%) percent of the principals believe that the requirement in physical education should be either daily or three or four days per week in grades one, two, three.

4. Seventy (70%) percent of the principals believe that the requirement in physical education should be either daily or three or four days per week in grades four, five, six.

Conclusion

Six out of ten schools report either no requirement or a requirement of one or two days per week in grades one through six.

Principals in seven out of ten schools are in favor of a daily requirement or one of three or four days per week.

Although administrative opinion is in favor of an increased physical education requirement, practice indicates that the existing requirement is below established standards.

Local Schools

1. Fifty-seven (57%) percent of the schools report either no requirement or a requirement in physical education of one or two days per week in grades one, two, three.

2. Sixty-two (62%) percent of the schools report either no requirement or a requirement in physical education of one or two days per week in grades four, five, six.

3. Sixty-eight (68%) percent of the principals believe that the requirement in physical education should be either daily or three or four times per week in grades one, two, three.

4. Eighty-two (82%) percent of the principals believe that the requirement in physical education should be either daily or three or four times per week in grades four, five, six.

Conclusion

Roughly six out of ten schools have either no requirement or a requirement limited to one or two days per week in grades one through six.

Seven out of ten principals believe that the requirement in grades one to three should be increased to three or four times per week or daily. In grades four through six eight out of ten principals are in favor of a requirement of three to four times per week, or daily.

The local schools, although believing in an extended requirement, do not have a sufficient requirement at the present time to meet established standards.

Criteria for Variety of Activities

A variety of activities, sports, games and rhythms should be provided indoors and outdoors in the physical education program. (Criterion 3, under "Program of Activities" p. 62.)

A variety of activities must be offered in physical education programs to enable students to encounter new learning experiences. These new experiences stimulate interest and enhance the possibility of a pupil achieving success in some particular activity. The program should include activities of the following types:⁶

1. Athletic games for low organization
2. Rhythmical activities
3. Hunting games
4. Self-testing activities
5. Relays
6. Stunts

<u>Questions Related to Variety of Activities</u>		<u>Percentage</u>		
		<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
158. Which of the following type activities are offered in grades one, two, three in physical education? Rhythmical activities Stunts Self-testing Chasing and fleeing games Story plays Games of low organization Athletic lead-up games Results are indicated in the total number of the above type activities offered by the schools.				
Activities Offered:	None	6	5	4
	One	0	3	0
	Two.....	1	2	0
	Three	2 Med	9	5
	Four	1	8 Med	3 Med
	Five	3	13	6
	Six	4	12	3

⁶ Winifred Dexter, Genevieve Van Hagen, Jesse F. Williams, Physical Education and the Elementary School, pp. 58-64.

		<u>Percentage</u>		
		<u>Exempted</u>	<u>City</u>	<u>Local</u>
		<u>Village</u>	<u>_____</u>	<u>_____</u>
159.	Which of the following type activities are offered in grades four, five, six, in physical education for at least six weeks of the pupil's school life?			
	Rhythmical activities			
	Stunts			
	Self-testing			
	Chasing and fleeing games			
	Story plays			
	Games of low organization			
	Athletic lead-up activities			
	Results are indicated in the total number of the above type activities offered by the schools.			
Activities Offered:	None	3	1	0
	One	0	0	0
	Two	1	6	1
	Three	3	6	2
	Four	1	6	1
	Five	3 Med	6	6
	Six	2	6 Med	4 Med
	Seven	4	22	7

Exempted Village Schools

1. The median number of activities offered in grades one, two, three, is three.
2. The median number of activities offered in grades four, five, six, is five.

Conclusion

The variety of activities offered in the majority of schools is insufficient to meet the developmental needs of pupils.

City Schools

1. The median number of activities offered in grades one, two, three, is four.
2. The median number of activities offered in grades four, five,

six, is six.

Conclusion

The median number of activities offered in grades four, five, six, is six. This indicates that the schools are choosing a variety of play experiences for children.

The median number of activities offered to children in grades one through three is four which is insufficient in terms of variety of experiences for these children.

Local Schools

1. The median number of activities offered in grades one, two, three, is four.

2. The median number of activities offered in grades four, five, six, is six.

Conclusion

The variety of activities offered in the majority of schools is inadequate to meet the developmental needs of pupils in grades one through three. There is a sufficient variety of activities being offered to pupils in grades four through six.

Criteria for Length of Time Devoted to Activities

The activities offered should be taught for a period of time which will enable pupils to encounter experiences that assist in meeting the requirements of developmental tasks. (Criterion 4, under "Program of Activities" p. 62.)

In the primary and elementary grades physical education should be a daily requirement for a minimum of twenty minutes per day. It is especially important in the lower grades of schools that children be given the opportunity for big muscle activity.⁷

<u>Questions Related to Time Allotment for Activities</u>	<u>Percentage</u>		
	<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
156. What is the average length of the physical education period in grades one, two, three?			
1. Twenty minutes or less	35	26	42
2. Twenty to thirty minutes	29	54	29
3. More than thirty minutes	12	2	19
4. No answer	24	18	10
157. What is the average length of the physical education period in grades four, five, six?			
1. Less than twenty minutes	12	8	5
2. Twenty to thirty minutes	12	52	48
3. More than thirty minutes	41	22	38
4. No answer	12	18	9
198. In your opinion how long should the physical education period be in grades one, two, or three?			
1. Less than twenty minutes	18	36	52
2. Twenty to thirty minutes	71	56	48
3. More than thirty minutes	6	2	0
4. No answer	5	2	0
200. In your opinion how long should the physical education period be in grades four, five, or six?			
1. Less than twenty minutes	6	4	4
2. Twenty to thirty minutes	71	80	88
3. More than thirty minutes	23	14	4
4. No answer	0	2	4

⁷ Ibid., pp. 64-65.

Exempted Village Schools

1. Thirty-five (35%) percent of the schools indicate that the average length of the physical education period in grades one, two, three, to be slightly less than twenty minutes per day.
2. Fifty-three (53%) percent of the schools indicate the average length of the physical education period in grades four, five, six to be more than twenty minutes.
3. Seventy-one (71%) percent of the principals believe that the length of the physical education period in grades one through six should be twenty to thirty minutes per day.

Conclusion

In approximately four out of ten schools the minimum requirement for physical education is less than twenty minutes per day. A like number of schools report a requirement of between twenty and thirty minutes. Principals in more than seven out of ten schools signify a desire for a daily requirement in excess of twenty minutes.

In grades four through six slightly more than half of the schools have a requirement in physical education in excess of twenty minutes per day. Principals in seven out of ten schools are in agreement with this policy.

The majority of schools do not allow the minimum of twenty minutes per day in grades one through three for physical education. This period of time is granted in grades four through six. This time is essential to the full development of an activity.

City Schools

1. Fifty-four (54%) percent of the schools indicate the average length of the physical education period in grades one, two, three to be twenty to thirty minutes per day.

2. Seventy-four (74%) percent of the schools indicate the average length of the physical education period in grades four, five, six to be more than twenty minutes per day.

3. The majority of principals believe the length of the period in grades one through six should be more than twenty minutes per day.

Conclusion

In the majority of city schools physical education is granted more than twenty minutes for the class period. Principals are generally in favor of this arrangement.

City schools have been given sufficient time in the class period to exploit the learning value in an activity.

Local Schools

1. Forty-two (42%) percent of the schools indicate the average length of the physical education period in grades one, two, three to be slightly less or more than twenty minutes per day.

2. Eighty-six (86%) percent of the schools indicate the average length of the physical education period in grades four, five, six, to be more than twenty minutes per day.

3. Fifty-two (52%) percent of the principals believe the length of the period of physical education in grades one, two, three, should

be less than twenty minutes per day.

4. Eighty-eight (88%) percent of the principals believe that the length of the physical education period in grades four, five, six, should be twenty to thirty minutes per day.

Conclusion

Four out of ten schools grant less than twenty minutes to the physical education period in grades one through three. More than half of the administrators are in favor of the arrangement. In grades four through six eight out of ten schools grant a minimum of twenty minutes to the period of physical education. The same number of principals are in favor of this time allotment.

In general, grades one through three have insufficient time allotted to their physical education period whereas grades four through six meet the established criteria.

Criteria for Outcomes

In any activity, the teachings should include skill, strategies, history, etiquette, social behavior, and safety. (Criterion 5, under "Program of Activities" p. 62.)

Physical education is that phase of education which utilizes the media of sports, games and rhythms in order that the pupil may achieve worthwhile social, emotional, organic, and psychological outcomes. Class teachings concomittant with these outcomes must include skill, strategies, history, social behavior, and safety relative to the activity. The teachings must be developed fully and specifically in

order that the activity is meaningful to the student.⁸

<u>Questions Related to Outcomes</u>	<u>Percentage</u>		
	<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
164. Which of the following pupil outcomes are planned for and considered most important in your activity program?			
1. Organic development	47	28	24
2. Sport skills and technique	41	60	43
3. Approved social behavior	82	72	76
4. Posture and physique	41	50	43
5. Poise, self control, and confidence	41	60	57
6. Sportsmanship	88	78	90
7. Understanding rights of others	76	78	76
8. Respect for opposite sex	29	44	33
9. Understanding of personal body functions	18	22	5
10. Fun and relaxation	65	80	90
11. Leadership	65	58	42
12. Moral values	35	48	52
165. How are students taught the concepts of good sportsmanship in physical education?			
1. Time allotments are planned in the activity program for direct teaching of behavior illustrating good or poor sportsmanship	0	8	5
2. Play is interrupted in activity classes when situations arise pertinent to the teaching of good or bad sportsmanship	59	50	62
3. No effort is made to indicate good or bad sportsmanship by interrupting play or by lectures on the subject..	23	2	0
4. Good sportsmanship is taught by interrupting play at appropriate intervals and by planned lectures..	6	24	24
5. No answer	0	0	0
166. How is the class program utilized to help students to learn the difference between behavior which is acceptable and that not acceptable by society?			

8

Delbert Oberteuffer, Physical Education, pp. 41, 42.

		<u>Percentage</u>		
		<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
1.	Time allotments are planned in the activity program for the illustration of good and bad social behavior	0	10	5
2.	Play is interrupted in the activity program when situations arise pertinent to the teaching of good and bad behavior	76	48	62
3.	No effort is made to illustrate proper behavior by lecture or interrupting play	0	0	0
4.	Acceptable behavior is illustrated by planned lectures and interrupted play	18	20	24
5.	No answer	0	0	0

Exempted Village Schools

1. Fifty (50%) percent or more of the schools indicate that the most important pupil outcomes are social behavior, sportsmanship, understanding the rights of others, leadership, fun, and relaxation.

2. Sportsmanship and social behavior are taught by interrupting the class at appropriate intervals in the majority of schools.

Conclusion

The schools concern themselves with psychological, social, emotional, and organic outcomes from physical education. However, in teaching concepts such as sportsmanship or social behavior, no effort is made to re-emphasize teachings by lecture or group discussion. This indicates a weakness in the teaching methods of the program.

City Schools

1. Fifty-(50%) percent or more of the schools indicate that the most important pupil outcomes are sport skills, social behavior, posture, poise, self-confidence, sportsmanship, understanding the rights of others, fun, and relaxation, and leadership.

2. Sportsmanship and social behavior are taught by interrupting the class at appropriate intervals in the majority of schools.

Conclusion

Those outcomes rated most often by principals include sport skills, social behavior, self-confidence, sportsmanship, understanding the rights of others, fun and leadership. These outcomes are representative of all facets of the personality. There is no attempt in six out of ten schools to pre-plan teachings relative to social behavior or sportsmanship.

Even though the desired outcomes are in accordance with educational objectives it is necessary to exploit teachings to have pupils realize the expected outcomes. This is not being done relative to social behavior or sportsmanship.

Local Schools

1. Fifty (50%) percent or more of the schools indicate that the most important pupil outcomes are social behavior, poise, self-confidence, sportsmanship, understanding the rights of other, moral values, fun, and relaxation.

2. Sportsmanship and social behavior are taught by interrupting

the class at appropriate intervals in sixty-two (62%) percent of the schools.

Conclusion

More than half of the schools evidence interest in all phases of the child's development through the media of physical education activities.

Outcomes expected include social behavior, self-confidence, sportsmanship, understanding the rights of others, fun, and moral values.

There is no attempt, however, to pre-plan teachings relative to social behavior or sportsmanship. If this situation exists with all expected outcomes then much of the value in physical education is being left to chance.

Criteria for Coeducational Activity

Opportunities should be provided for coeducational classes in elementary and secondary school. (Criterion 6, under "Program of Activities" p. 62.)

American culture demands that boys and girls associate with each other. The need of bisexual association necessitates understanding of interests, desires, and capabilities on the part of each sex with respect to the other sex. An added factor in grades four, five and six is that boys must realize their expected role as males in society and girls their roles as females. This necessitates separate as well as coeducational activities in elementary school physical education.⁹

⁹ State of Ohio, Department of Education, op. cit., p. 50.

<u>Questions Related to Coeducational Activity</u>	<u>Percentage</u>		
	<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
167. Are the girls and boys in separate physical education classes in grades one, two, three?			
1. Coeducational classes and activities	53	94	81
2. Coeducational classes but separate activities for boys and girls at periodic intervals	18	6	14
3. Non-coeducational classes and separate activities at all times for boys and girls	12	0	0
4. No answer	17	0	5
168. Are the girls and boys in separate physical education classes in grades four, five, six?			
1. Completely coeducational classes and activities	35	34	38
2. Coeducational classes but separate activities for boys and girls at periodic intervals	29	40	57
3. Non-coeducational classes and separate activities at all times for boys and girls	23	10	0
4. No answer	13	16	5
188. Do you believe that boys and girls should be in separate physical education classes in grades four, five, six?			
1. Completely separate classes and activities	41	22	16
2. Coeducational classes but boys and girls engage in separate activities at periodic intervals	53	54	56
3. Completely coeducational classes and activities	0	18	24
4. No answer	6	6	4

Exempted Village Schools

1. Fifty-three (53%) percent of the schools indicate coeducational classes and activities in grades one, two, three in physical education.

2. Sixty-four (64%) percent of the schools indicate coeducational classes in grades four, five, six, but only twenty-nine (29%) percent

indicate separate activities at periodic intervals for boys and girls.

3. Fifty-three (53%) percent of the principals believe that in grades four, five, six classes should be coeducational with periodic separate activity for boys and girls.

Conclusion

Slightly more than half of the schools provide coeducational classes and activities in grades one through three. Six out of ten schools have coeducational classes in the fourth through sixth grades. However, only three out of ten schools provide periods with distinct activities for boys and girls. More than half of the principals are in favor of coeducational classes with separate activities at appropriate times.

The situation in grades four through six does not meet the criterion of distinct activities for boys and girls.

City Schools

1. Ninety-four (94%) percent of the schools indicate coeducational classes and activities in grades one, two, three in physical education.

2. Seventy-four (74%) percent of the schools indicate coeducational classes in grades four, five, six, but only forty (40%) percent report special activities at periodic intervals for boys and girls.

3. Fifty-four (54%) percent of the principals believe that in grades four, five, six, classes should be coeducational with periodic separate activity for boys and girls.

Conclusion

In grades one, two, three activities and classes are coeducational. In grades four, five, six, the principals are in favor of coeducational classes with separate activities at periodic intervals. However, in the existing program, although the majority of classes are coeducational, only a minority of schools provide periodic distinct activities for boys and girls. This situation, when existing, does not fully provide boys and girls with opportunity to satisfy developmental tasks.

Local Schools

1. Eighty-one (81%) percent of the schools indicate coeducational classes and activities in grades one, two, three, in physical education.
2. Fifty-seven (57%) percent of the schools indicate coeducational classes with separate activities for boys and girls at periodic intervals.
3. Fifty-six (56%) percent of the principals believe that in grades four, five, six, class should be coeducational with periodic separate activities for boys and girls.

Conclusion

Eight out of ten schools report coeducational classes and activities in grades one through three. Almost six out of ten schools assert that there are coeducational classes in grades four through six with distinct separate activities for boys and girls at appropriate intervals. In six out of ten cases principals are in favor of this class arrangement.

The majority of local schools are providing boys and girls with the opportunity to satisfy developmental tasks in this area.

Criteria for Planning and Evaluation

Pupils should participate in planning and evaluating their physical education classes. (Criterion 7, under "Program of Activities" p. 62.)

Under the supervision and guidance of the teacher, pupils should assist in planning and evaluating the class situation. This enables the pupil to more fully understand personal ability, respect other ability, and organize with respect to existing conditions.¹⁰

<u>Questions Related to Planning and Evaluation</u>	<u>Percentage</u>		
	<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
163. Are the pupils expected to participate in the planning and evaluating of their activity classes?			
1. Pupils have no part in planning or evaluating their class	12	18	19
2. Pupils assist in planning but not in evaluating their class	35	32	48
3. Pupils assist in evaluating but not in planning their class	6	4	0
4. Pupils assist in planning and evaluating their activity class...	29	28	33
5. No answer	18	18	0

Exempted Village Schools

1. Sixty-four (64%) percent of the schools indicate that pupils receive the opportunity to aid in planning or evaluating their activity classes.

Conclusion

Pupil needs are being met in planning and/or evaluating their physical education classes in six out of ten schools.

¹⁰

Van Hagen, Dexter and Williams, op. cit., p. 8.

City Schools

1. Sixty (60%) percent of the schools indicate that pupils receive the opportunity to aid in planning or planning and evaluating their activity classes.

Conclusion

Pupil needs are being met in planning and/or evaluating their physical education classes in the majority of schools.

Local Schools

1. Eighty-one (81%) percent of the schools indicate that pupils receive the opportunity to aid in planning or planning and evaluating their activity classes.

Conclusion

Pupil needs are being met in planning and/or evaluating their physical education classes in eight out of ten schools.

Criteria for Adapted Program of Activities

Activities provided for the handicapped pupil should be conducted in a socially and emotionally healthy atmosphere. (Criterion 1, under "Adapted Program" p. 62.)

A socially and emotionally healthy atmosphere for handicapped pupils indicates the need for small, homogeneous classes. This type of class organization enhances the possibility of individual attention for handicapped students. The handicapped, whenever possible, should be placed into activity with normal students to facilitate emotional and social growth.¹¹

¹¹Ibid., p. 11.

<u>Questions Related to Adapted Program</u>	<u>Percentage</u>		
	<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
191. How does the physical education program provide for those pupils not capable of unlimited physical activity?			
1. Makes no provision for those pupils	35	18	20
2. Arranges special classes for these children	0	4	12
3. Handicapped pupils participate in the normal program commensurate with their disability	53	78	64
4. No answer	12	0	4

Exempted Village Schools

1. Fifty-three (53%) percent of the schools report that handicapped pupils participate in the normal program as well as their disability permits.

2. No schools report special physical education classes for the handicapped child.

Conclusion

Activities for handicapped children are not conducted in small homogeneous classes but in the regular class program. The schools do not meet the needs of handicapped children in the regular class program.

City Schools

1. Seventy-eight (78%) percent of the schools indicate that handicapped pupils participate in the normal program as well as their disability permits.

2. Four (4%) percent of the schools report special classes for the handicapped.

Conclusion

In the majority of schools, activities for the handicapped pupils are not conducted in small homogeneous classes but in the regular class program. The schools do not meet the needs of handicapped children in the regular class program.

Local Schools

1. Sixty-four (64%) percent of the schools indicate that handicapped pupils participate in the normal program as well as their disability permits.

2. Twelve (12%) percent of the schools report special classes for the handicapped.

Conclusion

More than six out of ten schools indicate that activities for the handicapped pupils are not conducted in small homogeneous classes but in the regular class program. The schools do not meet the needs of handicapped children in the regular class program.

After-School Program

Introduction

Children desire to play; children need to play. This activity urge is not satisfied by a daily class in physical education. It is perhaps the greatest single component of the child's day. He plays on the way to school, during school, and after school. Therefore, it would seem logical that the school should provide adequate play experiences as a means of education and be very certain that all children find a measure of satisfaction in their play.

To accomplish these ends it is essential that after-school programs be established which will grant children the opportunity for activities of their choice with proper supervision. The after-school program of activity will be analyzed as follows:

1. Recreation
2. Interscholastic Activities

Criteria for Recreation

Facilities and supervision should be provided for all pupils during after school hours. (Criterion 3, under "After School Program" p. 62.)

In order to promote healthy, safe, after school recreation for pupils, the school should provide facilities and supervision for the benefit of all students.¹²

¹²

Ibid., p. 240.

<u>Questions Related to Recreation</u>	<u>Percentage</u>		
	<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
162. Is there an after-school or before school activity program for students?			
1. Neither after-school nor before-school program	70	32	67
2. After-school program, no before-school program	0	34	5
3. Before-school program; no after-school program	18	8	24
4. Both before and after-school program	12	12	0
5. No answer	0	14	4
193. Should an after-school activity program be made available to pupils?			
1. Facilities should be made available to pupils after school hours.....	29	61	72
2. Facilities and supervision should be made available to pupils after school hours	53	60	72
3. Neither facilities nor supervision should be made available to students after school hours	12	14	12
4. No answer	6	10	0

Exempted Village Schools

1. Seventy (70%) percent of the schools report no after school or before school activity program.

2. Fifty-three (53%) percent of the principals believe that facilities and supervision should be made available to pupils after school hours.

Conclusion

More than half of the principals believe that school facilities should be opened for children's use after regular school hours. However, seven out of ten situations report no facilities or supervision are available to children during this period. Therefore, the schools are

not meeting the play needs of children.

City Schools

1. Fifty-four (54%) percent of the schools provide some recreational program for pupils before or after school.
2. Sixty (60%) percent of the principals believe that facilities and supervision should be made available to pupils after school hours.

Conclusion

Slightly more than half of the schools provide a recreation program for pupils. Six out of ten schools are in favor of this procedure.

The majority of city schools provide after school play space for children.

Local Schools

1. Sixty-seven (67%) percent of the schools report no after or before school activity program.
2. Seventy-two (72%) percent of the principals believe that facilities and supervision should be made available after school hours.

Conclusion

Although the principals are in favor of after school facilities for pupils' use in actual practice none are provided except in a minority of situations.

Criteria for Interscholastic Activities

No interscholastic athletic activities should be provided for pupils below the seventh grade. (Criterion 4, under "After School Program," p.62.)

The interscholastic program of athletics in secondary school is utilized to provide certain students with opportunities for competitive activity not ordinarily found in the class program. The elementary school pupil does not need this type of opportunity to find satisfying experiences in physical education. In fact, the emotional stimuli accompanying interscholastic experience may be detrimental rather than beneficial to the child. Also the child of grammar school age should be exploring a variety of activities rather than concentrating on any one or two activities which is usually the situation when "varsity" activities are introduced and encouraged.¹³

<u>Questions Related to Interscholastic Activity</u>	<u>Percentage</u>		
	<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
173. What is the school policy in regard to interscholastic athletic competition in grade six?			
1. No interschool competition is permitted in any activities	59	22	81
2. Play days, sport days, or field days are scheduled for pupils between schools or among a group of schools	18	24	5
3. Regularly scheduled contests between schools is permitted in selected activities	0	26	4
4. No answer	0	6	4
196. What do you think should be the school policy in regard to interscholastic athletic competition in grades five or six?			
1. No interschool competition in any form should be permitted	35	32	36
2. Play days and sport days should be arranged between schools or among a group of schools	59	36	50

¹³

Journal of Health and Physical Education, "Recommendations From The Seattle Conference Workshops," Vol. XVII, September 1947, p. 432.

	<u>Percentage</u>		
	<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
3. Regularly scheduled contests between schools should be maintained	0	26	8
4. No answer	6	6	6

Exempted Village Schools

1. Fifty-nine (59%) percent of the schools report no interscholastic activity is permitted below the seventh grade.

2. Fifty-nine (59%) percent of the principals are in favor of interscholastic activity in the form of play days or sport days only.

Conclusion

In approximately six out of ten schools there is no interscholastic activity below the seventh grade. However, in the same number of schools principals desire this activity in the form of play days or sport days. In this respect the administrators contradict established educational beliefs.

City Schools

1. Sixty-two (62%) percent of the schools have interscholastic athletic competition below the seventh grade.

2. Sixty-two (62%) percent of the principals are in favor of interscholastic competition below the seventh grade.

Conclusion

The majority of principals favor interscholastic competition below the seventh grade. The schools are conducting interscholastic competition below the seventh grade. This is in direct opposition to modern educational theory.

Local Schools

1. Eighty-one (81%) percent of the schools report no interscholastic activity is permitted below the seventh grade.

2. Fifty (50%) percent of the principals are in favor of interscholastic activity in the form of play or sport days only.

Conclusion

Eight out of ten schools indicate that there is no interscholastic activity included in the program of physical education. Half of the principals desire that this activity be included in the curriculum. This is contrary to established standards.

In general, the majority of schools do not include interscholastic activity below the seventh grade.

Space and Facilities

Introduction

In many localities play space for children is limited to that which is provided by the schools. This is particularly prevalent in large metropolitan areas. However, even in county or rural areas where space is not at a premium, the equipment and facilities useful for constructive play of children are provided only by the schools.

Some persons might believe that the play space needs of children are not as demanding as are the needs of secondary students; that the activities of children, being elementary and not specialized to the extent of adolescent games, are, therefore, not particularly demanding concerning space and equipment. All that is necessary is some space for children to romp, run, and jump. This is not the situation. It is true that the games of childhood are rudimentary and do not demand as many specialized facilities as more adult sports and games. Yet children need more than an open area to run or romp in. There is a need for auxilliary rooms, proper shower and dressing rooms, as well as some area for general activities.

In this section of the study, the following areas relative to space and facilities, will be analyzed:

1. Outdoor Play Space
2. Indoor Play Space
3. Shower and Locker Rooms

Criteria for Outdoor Play Space

The outdoor playing area should provide adequate space for conducting a modern program of physical education and be readily accessible to pupils. (Criterion 1, under "Space and Facilities" p. 63.)

A well balanced physical education program necessitates outdoor facilities. The facilities are necessary to teach the common outdoor sports and skills of the American culture. The facilities must be free from hazardous obstruction and in proximity to the schools.^{14, 15}

<u>Questions Related to Outdoor Play Space</u>	<u>Percentage</u>		
	<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
176. Is the available outdoor play space large enough to conduct class activities without crowding or limiting the selection of activities?			
1. No outdoor play space	0	6	5
2. Outdoor play space is too small to permit play without crowding or limiting the selection of activities	23	20	24
3. Ample outdoor play space is available	76	56	67
4. No answer	1	18	4
178. Are the outdoor play facilities for regular class use in proximity to the school?			
1. Within a ten minute walk		2	5
2. Adjacent to the school	100	96	90
3. Beyond a ten minute walk		2	0
4. No answer	0	0	0

¹⁴Gesell and Ilg, op. cit., p. 363.

¹⁵State of Ohio, Department of Education, loc. cit., p. 33.

	<u>Percentage</u>		
	<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
177. Are the outdoor play facilities surfaced with material which permits healthful sanitary play yet maximum use after inclement weather; are the facilities lined for common activities without hazardous obstructions?			
1. Standards not met	23	24	57
2. Standards approximately met	59	40	38
3. Standard entirely met	18	18	5
4. No answer	0	18	0

Exempted Village Schools

1. Seventy-six (76%) percent of the schools report adequate outdoor play space.
2. One hundred (100%) percent of the schools report that facilities are adjacent to the school grounds.
3. Fifty-nine (59%) percent of the schools report that outdoor facilities are sanitary and free from hazard.

Conclusion

In the majority of schools, program needs are being met with respect to outdoor facilities.

City Schools

1. Fifty-six (56%) percent of the schools report ample outdoor play space is available.
2. Ninety-six (96%) percent of the schools indicate that the available play space is adjacent to the school.
3. Sixty-four (64%) percent of the schools report that the outdoor facilities are not or are only partially safe, sanitary and lined for common activities.

Conclusion

More than half of the schools assert that outdoor play space is available. However, in approximately six out of ten schools this space is only partially or not at all safe for activity or lined for common activities. Almost all of the schools indicate that the existing play area is adjacent to the school.

The schools will be meeting programs needs respective of outdoor space only if the existing space is deemed sanitary and available for a variety of uses.

Local Schools

1. Sixty-seven (67%) percent of the schools report ample outdoor play space.

2. Ninety (90%) percent of the schools report that the outdoor space is adjacent to the school.

3. Fifty-seven (57%) percent of the schools report that the available facilities are not safe, sanitary, or lined for common activities.

Conclusion

In seven out of ten schools there is a report of ample play space and in a vast majority of schools the existing outdoor play areas are adjacent to the school. In almost six out of ten schools, however, the available facilities are not entirely safe or sanitary or lined for common activities. Unless this is accomplished it cannot be said that the local schools are providing adequate outdoor space for pupils.

Criteria for Indoor Facilities

Adequate indoor space should be provided to accommodate existing class sizes. (Criterion 2, under "Space and Facilities" p. 63.)

Physical education, by the nature of its activities, must have adequate indoor space to conduct a program of activities. The indoor area should include a gymnasium plus subsidiary small rooms for the special activities. The facilities must be maintained in a sanitary fashion and be free from hazardous obstructions.¹⁶

<u>Questions Related to Indoor Facilities</u>	<u>Percentage</u>		
	<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
174. Is the available indoor play space large enough to conduct class activities without crowding or limiting the selection of activities?			
1. No indoor play space	41	12	29
2. Indoor play space is too small to permit play without crowding and necessitates a limited selection of activities	29	18	24
3. Ample indoor play space is available	29	52	43
4. No answer	1	18	4
175. Do the indoor facilities have hardwood floors, smooth and clear walls, sufficient heat, light, and ventilation?			
1. Standards not met	18	12	19
2. Standards approximately met	18	26	33
3. Standards entirely met	47	36	29
4. No answer	17	16	19

¹⁶State of Ohio, Department of Education, op. cit., p. 34.

Exempted Village Schools

1. Seventy (70%) percent of the schools report no indoor or limited indoor space for physical education activities.

2. Sixty-five (65%) percent of the schools report that the facilities are reasonably but not entirely safe and sanitary.

Conclusion

Since three-fourths of the schools report either no indoor facilities or only limited facilities, it is obvious that the existing indoor space is inadequate to meet pupil or program needs.

City Schools

1. Fifty-two (52%) percent of the schools report adequate indoor play space for physical education activities.

2. Sixty-two (62%) percent of the schools report that the existing facilities are generally safe and sanitary.

Conclusion

Slightly more than half of the schools are providing safe, sanitary indoor facilities for the physical education program.

Local Schools

1. Sixty-seven (67%) percent of the schools report the existence of some indoor facilities for physical education. Forty-three (43%) percent of these schools report ample space; twenty-four (24%) percent report limited space.

2. Sixty-two (62%) percent of the schools report that the facilities are reasonably but not entirely safe and sanitary.

Conclusion

More than five out of ten schools report that play area is limited or non-existent. Six out of ten schools indicate that sanitary conditions and safety could be improved in existing space. These facilities must be broadened before the schools can be considered to have fulfilled their obligation in providing pupils with adequate play areas.

Criteria for Shower and Locker Rooms

Locker and shower rooms should be provided for the use of pupils. (Criterion 4, under "Space and Facilities" p. 63.)

The school maintains responsibility for student health and well-being during the school day. In accordance with this policy the school must also control the use of shower facilities for pupils. The school must also control the use of shower and locker facilities in order to fulfill their obligation to the development of worthwhile student health habits and personal hygiene. Pupils in grades four, five and six should change to gymnasium uniforms for class and shower after activity.¹⁷

<u>Questions Related to Shower and Locker Rooms</u>	<u>Percentage</u>		
	<u>Exempted Village</u>	<u>City</u>	<u>Local</u>
179. Do children in grades four, five, six shower after activity classes?			
1. No shower facilities	71	76	50
2. Children are urged to take showers but not required to do so.....	6	20	24
3. Children are required to take showers unless medically excused	18	8	0
4. No answer			

¹⁷

Ibid., p. 44.

		<u>Percentage</u>		
		<u>Exempted</u>	<u>City</u>	<u>Local</u>
		<u>Village</u>	<u>_____</u>	<u>_____</u>
180.	Are individual locker facilities provided for pupils?			
1.	No locker facilities in the school available to pupils	59	60	67
2.	Lockers are shared by pupils	29	22	5
3.	Individual lockers provided for pupils	12	6	0
4.	No answer	0	0	0
169.	Do the pupils wear uniforms in physical education activity classes in grades four, five, six?			
1.	Uniforms are worn and furnished by the pupils	23	16	5
2.	Uniforms are worn and furnished by the school	0	0	0
3.	Street clothes are worn	65	64	90
4.	No answer	0	0	0

Exempted Village Schools

1. Seventy-one (71%) percent of the schools report no shower facilities.
2. Fifty-nine (59%) percent of the schools report no locker facilities.
3. Sixty-five (65%) percent of the schools report that pupils wear street clothing in activity classes.

Conclusion

The majority of schools are not promoting sound pupil health habits or personal hygiene in the physical education program.

City Schools

1. Seventy-six (76%) percent of the schools report no shower facilities.

2. Sixty (60%) percent of the schools report no locker facilities.
3. Sixty (60%) percent of the schools report pupils wear street clothing in activity classes.

Conclusion

Three-fourths of the schools have no shower facilities. Six out of ten schools report an absence of lockers and in these situations children wear street clothing in activity classes.

The majority of schools neglect the personal hygiene of pupils in physical education.

Local Schools

1. Fifty (50%) percent of the schools report no shower facilities.
2. Sixty-seven (67%) percent of the schools report no locker facilities.
3. Ninety (90%) percent of the schools report that street clothing is worn in activity classes.

Conclusion

The majority of schools report no shower or locker facilities and that pupils in nine out of ten schools wear street clothing in activity classes.

Personal hygiene of pupils is neglected in these schools.

Summary of Conclusions

Exempted Village Schools

Leadership-Administration

The schools consider some areas of the physical education program as an integral portion of the school curriculum, others not an integral function. The schools provide only for those children without handicap in the physical education program.

The majority of schools report no certified adequately trained personnel in the program. Classroom teachers organize and conduct the activity program. No in-service training is provided for the classroom teacher who must also participate in the physical education program.

Nature of Activities

The majority of schools require a medical examination as a prerequisite to activity classes.

Physical education is not required of all students. Principals are in favor of extending the program but at present it is limited to a minimum time requirement of twenty minute periods only one or two periods per week in grades one through six or no requirement at all.

Insufficient activities are offered in grades one through six to provide necessary developmental activities.

The schools are concerned with the education of the whole child but little emphasis is given to the teaching of concepts.

Coeducational classes are held in grades one through six but in the elementary grades there is no provision for separate activities for boys and girls.

The student receives the opportunity to aid in planning and/or evaluating the physical education experience.

There are no special classes for the handicapped child. The handicapped are placed whenever possible into the normal activity program.

After School Program

The majority of administrators are in favor of providing after school play space for children. Yet in practice none exists. Administrators generally favor some sort of interscholastic competition below the seventh grade although the majority of schools do not have this activity.

Facilities

The majority of schools report adequate outdoor facilities but entirely inadequate indoor facilities. The schools do not provide a shower and locker room for the pupils' use. Student health habits and personal hygiene are being neglected due to not showering after activity or changing clothing for activity.

City Schools

Leadership-Administration

The schools consider all areas of the physical education program as an integral portion of the school curriculum. The schools provide for all children including the handicapped in the program.

The majority of schools report no certified, adequately trained personnel in the program. Classroom teachers organize and conduct

the activity program. No in-service training is provided for the classroom teacher who must also participate in the physical education program.

Nature of Activities

The majority of schools require a medical examination as a pre-requisite to activity classes.

Physical education is not required of all pupils. Principals are in favor of extending the program but at present it is limited to the minimum time requirement of twenty minute periods only one or two periods per week or no requirement at all.

Insufficient activities are offered in grades one through six to provide necessary developmental activities.

The schools are concerned with the education of the whole child but little emphasis is given to the teaching of concepts.

Coeducational classes are held in grades one through six, but in the elementary grades there is provision for separate activities for boys and girls in the minority of schools only.

Pupils receive opportunities to aid in planning and/or evaluating their physical education experience.

There are no special classes for the handicapped pupil. The handicapped are placed whenever possible into the normal activity program.

After School Program

In a majority of cases principals are in favor of an after school program for pupils and in these schools activities are provided for

pupils. Administrators believe in interscholastic competition below the seventh grade and this is a common practice in city schools.

Facilities

The majority of schools report adequate outdoor play space. However, it is not judged safe or sanitary. The indoor play area is judged ample in size and is safe and sanitary. The schools do not provide a shower and locker room for pupils' use. Student health habits and personal hygiene are being neglected due to not showering after activity and changing clothing for activity.

Local Schools

Leadership-Administration

The schools consider all areas of the physical education program as an integral portion of the school curriculum. The schools provide for all children including the handicapped in the program.

The majority of schools report no certified, adequately trained personnel in the program. Classroom teachers organize and conduct the activity program. No in-service training is provided for the classroom teacher who must participate in the physical education program.

Nature of Activities

The majority of schools require a medical examination as a prerequisite to activity classes.

Physical education is not required of all pupils. Principals are in favor of extending the program in grades four, five, six, but not in grades one, two, three, with respect to time allotment. At present

the activity program is limited to twenty minute periods only one or two periods per week in grades four through six or no program at all. In grades one through three the periods are less than the minimum of twenty minutes only one or two periods per week or no program at all.

Insufficient activities are offered in grades one through six to provide necessary developmental activities.

The schools are concerned with the education of the whole child but little emphasis is given to teaching of concepts.

Coeducational classes are held in grades one through six and in the elementary grades separate activities are planned for boys and girls at periodic intervals.

Pupils receive opportunities to aid in planning and/or evaluating their physical education experience.

After School Program

Principals in most schools are in favor of allowing children after school play space but only in a minority of schools is this an actuality.

Administrators are also in favor of interscholastic competition below the seventh grade but the majority of schools do not conduct such a program.

Facilities

The majority of schools report adequate outdoor play space. However, it is not judged safe or sanitary. There is indoor play space available, but it limits the scope of the program since it is insufficient in size. The schools do not provide a shower and locker room for

pupils' use. Student health habits and personal hygiene are being neglected due to not showering after activity or changing clothing for activity.

CHAPTER VII

RECOMMENDATIONS FOR IMPROVEMENT

Introduction

The existing programs of physical education in elementary and secondary schools in Ohio are in definite need of improvement. In each general area of the program weaknesses were discovered with respect to the established criteria of a sound physical education program. The analyses of the three types of school districts (exempted village, city and local) indicated degrees of variation from the established criteria in elementary and secondary schools. However, in general the quantity and quality of the programs in these districts were found to be similar. The recommendations to be made are applicable, therefore, to the three types of school districts surveyed.

The existing programs, although discovered to be woefully weak, have been of value to students as indicated by their questionnaire returns. The benefits which pupils feel that they receive as a result of their physical education could be greatly increased by an improved program.

Great thought should be devoted to all areas of the program and not merely those which are in the public eye such as athletics or those so flagrantly neglected as illustrated by the adapted phase of the program. The study has shown that in the majority of schools the boys' interscholastic program consists of only three or four activities, the girls even fewer activities. If over-emphasis can be

charged to athletics it cannot be construed as over-emphasis in terms of the number of sports in the program. In fact, there is a gross under-emphasis of the number of opportunities presented to boys and girls in this area. Those that do participate in interscholastic activity (and they would seem to be the minority of students because of the limited offerings in the program) are receiving opportunities which should be granted many more students in a greater variety of experiences. The problem is not the de-emphasizing of existing interscholastic activity but increased development of all areas of the program to benefit the majority including the interscholastic activity program.

The recommendations for physical education programs have been developed with regard to the majority of pupils and respect to the minority.

Recommendations

From the analysis of the existing programs of physical education in the state of Ohio, the following recommendations for improvement of the programs are suggested:

Leadership-Administration

1. The secondary schools should increase the number of men and women teachers of physical education.
2. The elementary schools should provide continuous in-service training under the leadership of physical education specialists for those classroom teachers engaged in teaching physical education.

3. Each elementary school or elementary school system should include on its faculty a special teacher of physical education.
4. In elementary schools the physical education requirement should be extended beyond the present requirement of one or two periods per week to include daily participation.
5. The practice of evaluating coaches on the basis of won-loss records should be discontinued.
6. Secondary school administrators and physical education teachers should attempt to reach a mutual agreement concerning the areas of program which are in the greatest need of improvement in order to facilitate improvement.

Nature of Activities

1. Since it is impractical to require an annual medical examination, the schools should nevertheless undertake the responsibility to administer medical examinations for students at least three times during their school career. It is also important that the results of the medical examinations be made known to physical education instructors.
2. There should be an increase in the variety of activities in the physical education curriculum in elementary and secondary school. The variety of activities in elementary schools should include those which are vigorous and inclined toward organic development. In the eleventh and twelfth grades activities should be included in the curriculum which are recreational or "carry-over" in nature.

3. The program of activities in elementary and secondary school should be presented within the framework of a progressive, challenging curriculum utilizing the known facts concerning growth and development.
4. Coeducational activities should be included in the curriculum of the secondary school physical education program.
5. The teaching of physical education activities should be planned and developed with greater emphasis upon conceptual learning such as sportsmanship, social behavior, and other concomittant learnings.
6. Classification for physical education classes should be based upon need, interest, and maturation level.
7. A greater number of activities in secondary school should be presented on a block or unit of work basis. Certain other activities are included in the curriculum for periods of time which are not conducive to a changing, progressive program and should be restricted in their use.

Adapted Physical Education

1. Special classes of physical education should be organized for handicapped children in elementary and secondary school.
2. In elementary and secondary school there should be a greater effort to include the handicapped pupil in normal program activities by modifying the normal class at periodic intervals.

After School Activities

1. Secondary and elementary schools should increase the opportunity for participation in intramural activities for students.
2. Secondary schools should increase the number of activities in the boys' and girls' interscholastic program, thereby attempting to eliminate the emphasis on only one or two interscholastic activities.
3. All interscholastic activities should be eliminated below the seventh grade.
4. Teachers, administrators, and school boards should make an effort to secure appropriate legislation which would enable interscholastic athletics to be financed as any other integral function of the school curriculum.
5. Elementary and secondary schools should make available to pupils any existing play space with adequate supervision during post-school hours.

Facilities

1. The existing facilities in elementary and secondary schools should be permanently lined and marked to facilitate their use.
2. The existing facilities in elementary and secondary schools should be made safe and sanitary in those areas that are deficient.
3. Any proposed construction in elementary or secondary schools should give particular attention to the unique needs of the

physical education program.

4. Elementary and secondary schools should make greater use of the existing locker and shower facilities.
5. In order to aid in the development of student health habits elementary and secondary schools should provide towel and uniform service for pupils.

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APPENDIX

QUESTIONNAIRE TO BE COMPLETED BY
SECONDARY PHYSICAL EDUCATION TEACHER
FOR BOYS

NAME OF SCHOOL DISTRICT _____

NAME OF SECONDARY SCHOOL _____

TYPE OF SCHOOL DISTRICT:

CITY _____ EXEMPTED VILLAGE _____ LOCAL _____

ENROLLMENT OF THIS SCHOOL GRADES 7-12 _____

NUMBER OF BOYS _____

NUMBER OF GIRLS _____

NUMBER OF MEN PHYSICAL EDUCATION TEACHERS _____

NUMBER OF WOMEN PHYSICAL EDUCATION TEACHERS _____

RETURN TO: Mr. T. G. O'Keefe,
Director of Research
Ohio Education Assoc.
213 East Broad Street
Columbus, Ohio

DIRECTION SHEET

NOTE: The information received through this questionnaire will be closely guarded, held in strictest confidence, and summarized numerically under appropriate categories.

INSTRUCTIONS:

1. Answer all questions to the best of your ability.
2. Select your answer from one of those provided and which is most similar to the conditions existing in your school system.
3. Place the number in the space provided on the left of the key question.

EXAMPLE:

- () 5. What is the average length of the period in the instructional class program for boys?
1. thirty minutes or less
 2. thirty to forty-five minutes
 3. more than forty-five minutes

EXPLANATION:

As a hypothetical situation let's assume the average length of the period was thirty-five minutes. The number two (2) would be placed in the space to the left of the question number five (5), as -
(2) 5.

RETURN TO: Mr. T. G. O'Keefe
Ohio Education Association
213 East Broad Street
Columbus, Ohio

- () 1. How many days per week is physical education required of boys?
1. No required physical education
 2. One day per week
 3. Two days per week
 4. Three days per week
 5. Four or five days per week
- () 2. What is the average length of the period in the physical education program for boys?
1. Less than 30 minutes
 2. Thirty to forty-five minutes
 3. More than forty-five minutes
3. Which of the following activities are offered in the boys' instructional class program? Indicate by placing a check mark (✓) to the left of the activity offered in your program.
- | | | |
|---|--|---|
| <input type="checkbox"/> 1. Basketball | <input type="checkbox"/> 1. Badminton | <input type="checkbox"/> 1. Golf |
| <input type="checkbox"/> 2. Softball | <input type="checkbox"/> 2. Table Tennis | <input type="checkbox"/> 2. Aquatics |
| <input type="checkbox"/> 3. Volleyball | <input type="checkbox"/> 3. Speedball | <input type="checkbox"/> 3. Track & Field |
| <input type="checkbox"/> 4. Group Games | <input type="checkbox"/> 4. Touch Football | <input type="checkbox"/> 4. Fencing |
| <input type="checkbox"/> 5. Tumbling & Stunts | <input type="checkbox"/> 5. Boxing | <input type="checkbox"/> 5. Wrestling |
| <input type="checkbox"/> 6. Folk Dancing | <input type="checkbox"/> 6. Archery | <input type="checkbox"/> 6. Gymnastics |
| <input type="checkbox"/> 7. Social Dancing | <input type="checkbox"/> 7. Tennis | <input type="checkbox"/> 7. Apparatus |
| <input type="checkbox"/> 8. Modern Dancing | <input type="checkbox"/> 8. Square Dancing | <input type="checkbox"/> 8. Conditioning |
| <input type="checkbox"/> 9. Soccer | <input type="checkbox"/> 9. Bowling | <input type="checkbox"/> 9. Others |
4. Place a check mark (✓) next to any activity which is taught for at least six (6) weeks in the boys physical education program.
- | | | |
|---|--|---|
| <input type="checkbox"/> 1. Basketball | <input type="checkbox"/> 1. Badminton | <input type="checkbox"/> 1. Golf |
| <input type="checkbox"/> 2. Softball | <input type="checkbox"/> 2. Table Tennis | <input type="checkbox"/> 2. Aquatics |
| <input type="checkbox"/> 3. Volleyball | <input type="checkbox"/> 3. Speedball | <input type="checkbox"/> 3. Track & Field |
| <input type="checkbox"/> 4. Group Games | <input type="checkbox"/> 4. Touch Football | <input type="checkbox"/> 4. Fencing |
| <input type="checkbox"/> 5. Tumbling & Stunts | <input type="checkbox"/> 5. Boxing | <input type="checkbox"/> 5. Wrestling |
| <input type="checkbox"/> 6. Folk Dancing | <input type="checkbox"/> 6. Archery | <input type="checkbox"/> 6. Gymnastics |
| <input type="checkbox"/> 7. Social Dancing | <input type="checkbox"/> 7. Tennis | <input type="checkbox"/> 7. Apparatus |
| <input type="checkbox"/> 8. Modern Dancing | <input type="checkbox"/> 8. Square Dancing | <input type="checkbox"/> 8. Conditioning |
| <input type="checkbox"/> 9. Soccer | <input type="checkbox"/> 9. Bowling | <input type="checkbox"/> 9. Others |
- () 5. Is opportunity provided in the class program for boys to participate in more than one type of activity per sport season?
1. One activity is offered each season
 2. One activity plus a substitute "rainy day" activity is offered each season.
 3. More than one activity is planned and offered each season
- () 6. Does the program call for class instruction in activities on the block or unit of work basis? (A block or unit of work refers to instruction in an activity for at least twelve periods.)
1. Instruction in an activity for less than twelve (12) periods
 2. Instruction in an activity for twelve (12) periods.
 3. Instruction in an activity for more than twelve (12) periods

- () 7. Are the activities in the instructional class program changed each year commensurate with boys' growth and development?
1. Similar activities are offered from year to year.
 2. Similar activities are offered each year with variance in the degree of skill, technique, and strategy.
 3. Different activities are offered each year to introduce students to new activities.
- () 8. Do grades 11 and/or 12 have their program emphasis devoted to activities with recreational or "carry-over" value? (Golf, tennis, bowling, handball, swimming, etc.)
1. No special emphasis to activities of this sort in grades 11 and/or 12.
 2. "Carry-over" activities are stressed in grades 11 and/or 12 but not on an elective basis.
 3. Carry-over activities are stressed in grades 11 and/or 12 and are offered on an elective basis.
- () 9. How are boys, capable of unlimited activity in the instructional class program classified?
1. Assigned at random according to free period.
 2. Class or grade.
 3. Medical examination and grade.
 4. Medical examination, degree of developments, skill, need, and interest.
 5. Other.
- () 10. Are the boys expected to participate in the planning and evaluating of their activity classes?
1. Boys have no role in planning or evaluating their activity classes.
 2. Boys assist in planning but not in evaluating their activity classes.
 3. Boys assist in evaluating but not in planning their activity classes.
 4. Boys assist in planning and evaluating their activity classes.
- () 11. What student outcomes in the boys' activity program are considered most important?
1. Organic development (posture, endurance, strength)
 2. Development of athletic skills and techniques.
 3. Development of approved social behavior.
 4. A combination of the above.
- () 12. What is the status of coeducational physical education in your school?
1. None
 2. Scheduled activity classes in appropriate activities (dance, badminton, bowling.)
 3. Corecreational and cointramural activities in appropriate activities.
 4. Scheduled coeducational classes plus corecreational activities.

- () 13. How many times per week does the average boy participate in coeducational physical education under school supervision?
1. Never
 2. At least once per week
 3. At least twice per week
- () 14. Do boys wear appropriate clothing when participating in the physical education program?
1. Street clothes are worn
 2. Some boys change from street clothes to gymnasium clothing (T-shirt, tennis shoes, shorts.)
 3. All boys change from street clothes to gymnasium costume.
- () 15. Does the school furnish appropriate gymnasium attire to boys for physical education classes?
1. No clothing furnished
 2. Appropriate clothing furnished and a fee charged to students.
 3. Appropriate clothing furnished to boys at school expense.
- () 16. How are students taught the concepts of good sportsmanship in physical education classes?
1. Time allotments are planned in the activity program for direct teaching of behavior illustrating good or bad sportsmanship.
 2. Play is interrupted in activity classes when situations arise pertinent to the teaching of good sportsmanship.
 3. No effort is made to indicate good or bad sportsmanship by interrupting play or by lectures on the subject.
 4. Good sportsmanship is taught by interrupting play at appropriate intervals and by planned lectures.
 5. Others
- () 17. What learnings concerning an activity are taught to boys in physical education?
1. Skill and technique in an activity.
 2. History, skill, social courtesies of the activity.
 3. History, skill, social courtesies, purchase and care of equipment and hygiene of the activity.
 4. Others.
- () 18. How is the class program utilized to help students learn the difference between behavior which is acceptable and that not acceptable by society?
1. Time allotments are planned in the activity program for the illustration of good and bad social behavior.
 2. Play is interrupted in activity classes when situations arise pertinent to the teaching of good and bad behavior.
 3. No effort is made to indicate proper behavior by lecture or interrupting play.
 4. Socially acceptable behavior is illustrated by planned lectures and interrupted play.
 5. Others

- () 19. Where is the program for individual physical education*for boys conducted?
(*Individual physical education refers to that area of the program devoted to activities for those students not physically capable of the unlimited activity which takes place in the regular instructional class program.)
1. No individual physical education program.
 2. Within the regular instructional class program.
 3. Within special classes.
- () 20. What is the average number of boys per instructor in the individual physical education program?
1. Twenty or more students per instructor
 2. Ten to twenty students per instructor
 3. Ten or less students per instructor
 4. No program
- () 21. Are indoor and outdoor facilities, suitable for modified activities available? (Shuffleboard, archery, conditioning equipment)
1. None of the above type facilities are available.
 2. Facilities available but limited.
 3. Facilities available in sufficient quantity to meet needs.
- () 22. What provision is made for boys in need of individual physical education if no special program in this area is provided?
1. Boys participate in the regular class program as well as their disability permits.
 2. Boys are excused from physical education.
 3. Boys work in clerical or locker room capacity to fulfill their physical education requirement.
- () 23. Are students in the individual physical education program ever placed into regular class activities with students capable of unlimited activity?
1. Never
 2. When a particular student can safely participate in the regular class activity.
 3. An effort is made to introduce students into the regular class program by modifying the regular program for short periods of time.
- () 24. What is the average size of the instructional activity class for boys per teacher?
1. More than forty-five boys
 2. Thirty to forty-five boys
 3. Less than thirty boys
 4. More than fifty-five boys
- () 25. What is the medical prerequisite for entrance into the instructional class program?
1. Medical examination by a licensed physician
 2. Screening examination (medical history, etc.)
 3. No medical prerequisite

- () 26. Which area, if any, is given priority in the use of facilities?
1. Interscholastic program
 2. Intramural program
 3. Instructional class program for boys
 4. Equitable sharing of facilities based upon need
 5. Instructional class program for girls
27. In what school grades is physical education required? Indicate by placing a check mark (✓) to the left of the grade physical education is required.
- ☐ 1. No required physical education
 - ☐ 2. Grade seven
 - ☐ 3. Grade eight
 - ☐ 4. Grade nine
 - ☐ 5. Grade ten
 - ☐ 6. Grade eleven
 - ☐ 7. Grade twelve
- () 28. What is the average daily teaching load of physical education teachers? (Including class and extracurricular activities)
1. Eight or more clock hours per day
 2. Six or seven clock hours per day
 3. Five or fewer clock hours per day
- () 29. How is student progress evaluated in physical education?
1. No evaluation procedure
 2. Attendance and skill
 3. Attendance, skill, knowledge of strategy and history of the game, social behavior.
 4. Others
- () 30. Are school facilities available for use by boys, not on interscholastic teams, after regular school hours?
1. School facilities are closed after regular school hours
 2. Outdoor facilities are available to students after school hours.
 3. Indoor facilities are available to students after school hours.
 4. Indoor and outdoor facilities are available to students after school hours.
- () 31. Is supervision provided for students not on interscholastic teams, using after school facilities?
1. No supervision available after school hours
 2. Supervision of indoor but not outdoor facilities
 3. Supervision of outdoor but not indoor facilities
 4. Supervision is provided for all facilities
- () 32. What indoor play space is provided to accommodate inside instructional class activities?
1. One gymnasium provided
 2. One gymnasium plus small rooms adequate for accommodating special activities are provided. (Special activities refer to dancing, correctives, etc.)

3. More than one gymnasium plus small rooms for special activities are provided.
 4. Others
- () 33. Is the available indoor play space for boys large enough to conduct class activities without crowding or limiting the selection of activities?
1. No indoor play space
 2. Indoor play space is too small to permit play without crowding and necessitates a limited selection of activities.
 3. Ample indoor play space available.
- () 34. Are the gymnasium floors hardwood? Are lines painted? Are walls smooth, clear? Are radiators and drinking fountains recessed? Is ceiling height at least 20 feet? Are heat, light and ventilation sufficient?
1. Standards not met.
 2. Standards approximately met.
 3. Standards entirely met.
- () 35. Is the available outdoor play space for boys large enough to conduct class activities without crowding or limiting the selection of activities?
1. No outdoor play space available.
 2. Outdoor play space is too small to permit play without crowding and necessitates a limited selection of activities.
 3. Ample outdoor play space available.
- () 36. Are the outdoor facilities for instructional class period in proximity to the school?
1. No outdoor facilities
 2. Ten minutes or longer walk from school.
 3. Five to ten minute walk from school.
 4. Adjacent to school.
- () 37. Are areas of the outdoors playing space devoted to special activities? (Tennis, shuffleboard, handball, etc.)
1. No special facilities.
 2. Special areas designated but not permanently lined.
 3. Special areas designated and permanently lined.
- () 38. Are swimming facilities available for use in the instructional class period for boys?
1. No facilities available.
 2. Off-campus swimming facilities available.
 3. Swimming facilities available on school grounds.
- () 39. Are pool facilities equally shared by boys and girls program?
1. Facilities utilized by boys only.
 2. Facilities utilized by girls only.
 3. Facilities equally shared.
 4. No facilities available.

- () 40. Are showers taken by boys after instructional class periods?
1. No shower facilities available.
 2. Boys are requested to take showers after activity; not a mandatory requirement.
 3. Showers are mandatory after activity class.
- () 41. Are towels made available for boys' use by the school?
1. No towel service by school.
 2. Towels supplied to students and a fee charged.
 3. Towels supplied to students at school expense.
 4. Students bring their own towels.
- () 42. Are individual locker facilities provided for boys?
1. No locker facilities for the class program.
 2. Lockers are shared by boys.
 3. Individual lockers provided for boys.
- () 43. Who institutes policy concerning interscholastic competition?
1. Athletic director.
 2. Athletic board (including coaches of all sports).
 3. Athletic board (Including coaches, administrators, members of Board of Education).
- () 44. If booster club exists in your locality what is its function concerning interscholastic competition?
1. No booster club exists.
 2. To render services when requested.
 3. To render advisory influence on athletic policy.
 4. To exert dominating influence on athletic policy.
- () 45. Does the football coach's position in the school system depend upon his coaching record?
1. The football coach is hired, advanced or fired on his ability as a teacher regardless of coaching record.
 2. The football coach is hired, advanced, or fired primarily on his ability as a teacher, secondarily upon his coaching record.
 3. The football coach is hired, advanced, or fired primarily on his coaching record, secondarily on his ability as a teacher.
- () 46. How is the boys' intramural sports program financed?
1. No boys' intramural program.
 2. Board of Education funds.
 3. Athletic gate receipts.
 4. Board of Education funds and athletic gate receipts.
- () 47. What is the limiting factor in your intramural program?
1. Inadequate finances.
 2. Inadequate facilities.
 3. Lack of available leadership.
 4. Lack of student time due to rigid bus schedule.
 5. A combination of above factors.
 6. Others.
 7. No limiting factor.

- () 48. Which of the following activities are offered in the boys' interscholastic program? Please indicate by placing a check mark (✓) to the left of the activity offered in your program.

<input type="checkbox"/> 1. Football	<input type="checkbox"/> 1. Swimming & Diving
<input type="checkbox"/> 2. Basketball	<input type="checkbox"/> 2. Gymnastics & Tumbling
<input type="checkbox"/> 3. Baseball	<input type="checkbox"/> 3. Volleyball
<input type="checkbox"/> 4. Soccer	<input type="checkbox"/> 4. Lacrosse
<input type="checkbox"/> 5. Tennis	<input type="checkbox"/> 5. Bowling
<input type="checkbox"/> 6. Golf	
<input type="checkbox"/> 7. Outdoor Track and Field	<input type="checkbox"/> 6. Fencing
<input type="checkbox"/> 8. Indoor Track and Field	<input type="checkbox"/> 7. Wrestling
<input type="checkbox"/> 9. Cross Country	<input type="checkbox"/> 8. Boxing

- () 49. Which of the following activities are offered in the boys' intramural activity program? Indicate by placing a check mark (✓) to the left of the activity offered in your program.

<input type="checkbox"/> 1. Touch Football	<input type="checkbox"/> 1. Swimming & Diving	<input type="checkbox"/> 1. Wrestling
<input type="checkbox"/> 2. Softball	<input type="checkbox"/> 2. Volleyball	<input type="checkbox"/> 2. Boxing
<input type="checkbox"/> 3. Basketball	<input type="checkbox"/> 3. Archery	
<input type="checkbox"/> 4. Baseball	<input type="checkbox"/> 4. Table Tennis	
<input type="checkbox"/> 5. Track & Field	<input type="checkbox"/> 5. Soccer	
<input type="checkbox"/> 6. Tennis	<input type="checkbox"/> 6. Speedball	
<input type="checkbox"/> 7. Golf	<input type="checkbox"/> 7. Gymnastics	
<input type="checkbox"/> 8. Bowling	<input type="checkbox"/> 8. Tumbling	
<input type="checkbox"/> 9. Fencing	<input type="checkbox"/> 9. Badminton	

RETURN TO: Mr. T. G. O'Keefe
Ohio Education Association
213 East Broad Street
Columbus, Ohio

50. Please state which areas of the boys' physical education program are in the greatest need of improvement?

QUESTIONNAIRE TO BE COMPLETED BY
SECONDARY PHYSICAL EDUCATION
TEACHER FOR GIRLS

NAME OF SCHOOL DISTRICT _____

NAME OF SECONDARY SCHOOL _____

TYPE OF SCHOOL DISTRICT:

CITY _____ EXEMPTED VILLAGE _____ LOCAL _____

ENROLIMENT OF THIS SCHOOL GRADES 7-12 _____

NUMBER OF BOYS _____

NUMBER OF GIRLS _____

NUMBER OF MEN PHYSICAL EDUCATION TEACHERS _____

NUMBER OF WOMEN PHYSICAL EDUCATION TEACHERS _____

RETURN TO: Mr. T. G. O'Keefe
Director of Research
Ohio Education Association
213 East Broad Street
Columbus, Ohio

1/28/53

DIRECTION SHEET

NOTE: The information received through this questionnaire will be closely guarded, held in strictest confidence, and summarized numerically under appropriate categories.

INSTRUCTIONS:

1. Answer all questions to the best of your ability.
2. Select your answer from one of those provided and which is most similar to the conditions existing in your school system.
3. Place the number in the space provided on the left of the key question.

EXAMPLE:

- () 5. What is the average length of the period in the instructional class program for girls?
1. Thirty minutes or less.
 2. Thirty to forty-five minutes.
 3. More than forty-five minutes.

EXPLANATION:

As a hypothetical situation let's assume the average length of the period was thirty-five minutes. The number two (2) should be placed in the space to the left of question number five (5), as -
(2) 5.

RETURN TO:

MR. T. G. O'KEEFE
OHIO EDUCATION ASSOCIATION
213 EAST BROAD STREET
COLUMBUS, OHIO

- () 51. How many days per week is physical education required of girls?
1. No required physical education.
 2. One day per week.
 3. Two days per week.
 4. Three days per week.
 5. Four or Five days per week.
- () 52. What is the average length of the period in the physical education program for girls?
1. Less than thirty minutes.
 2. Thirty to forty-five minutes.
 3. More than forty-five minutes.
53. Which of the following activities are offered in the girls' instructional class program? Indicate by placing a check mark (✓) to the left of the activity offered in your program.
- | | | |
|---|--|--|
| <input type="checkbox"/> 1. Basketball | <input type="checkbox"/> 1. Speedball | <input type="checkbox"/> 1. Gymnastics |
| <input type="checkbox"/> 2. Softball | <input type="checkbox"/> 2. Field Hockey | <input type="checkbox"/> 2. Soccer |
| <input type="checkbox"/> 3. Volleyball | <input type="checkbox"/> 3. Badminton | <input type="checkbox"/> 3. Others |
| <input type="checkbox"/> 4. Group Games | <input type="checkbox"/> 4. Table Tennis | |
| <input type="checkbox"/> 5. Tumbling & Stunts | <input type="checkbox"/> 5. Archery | |
| <input type="checkbox"/> 6. Folk Dancing | <input type="checkbox"/> 6. Tennis | |
| <input type="checkbox"/> 7. Modern Dancing | <input type="checkbox"/> 7. Bowling | |
| <input type="checkbox"/> 8. Social Dancing | <input type="checkbox"/> 8. Golf | |
| <input type="checkbox"/> 9. Square Dancing | <input type="checkbox"/> 9. Aquatics | |
54. Place a check mark (✓) next to any activity which is taught for at least six weeks in the girls' physical education program.
- | | | |
|---|--|--|
| <input type="checkbox"/> 1. Basketball | <input type="checkbox"/> 1. Speedball | <input type="checkbox"/> 1. Gymnastics |
| <input type="checkbox"/> 2. Softball | <input type="checkbox"/> 2. Field Hockey | <input type="checkbox"/> 2. Soccer |
| <input type="checkbox"/> 3. Volleyball | <input type="checkbox"/> 3. Badminton | <input type="checkbox"/> 3. Others |
| <input type="checkbox"/> 4. Group Games | <input type="checkbox"/> 4. Table Tennis | |
| <input type="checkbox"/> 5. Tumbling & Stunts | <input type="checkbox"/> 5. Archery | |
| <input type="checkbox"/> 6. Folk Dancing | <input type="checkbox"/> 6. Tennis | |
| <input type="checkbox"/> 7. Modern Dancing | <input type="checkbox"/> 7. Bowling | |
| <input type="checkbox"/> 8. Social Dancing | <input type="checkbox"/> 8. Golf | |
| <input type="checkbox"/> 9. Square Dancing | <input type="checkbox"/> 9. Aquatics | |
- () 55. Is opportunity provided in the class program for girls to participate in more than one type of activity per sport season?
1. One activity is offered each season.
 2. One activity plus a substitute "rainy day" activity is offered each season.
 3. More than one activity is planned and offered each season.
- () 56. Does the program call for class instruction in activities on the block or unit of work basis? (A block or unit of work refers to instruction in an activity for at least 12 periods.)
1. Instruction in an activity for less than twelve (12) periods.
 2. Instruction in an activity for twelve (12) periods.
 3. Instruction in an activity for more than twelve (12) periods.

- () 57. Are the activities in the instructional class program changed each year commensurate with girls growth and development?
1. Similar activities are offered from year to year.
 2. Similar activities are offered each year with variance in the degree of skill, technique, and strategy.
 3. Different activities are offered each year to introduce students to new activities.
- () 58. Do grades 11 and/or 12 have their program emphasis devoted to activities with recreational or "carry-over" value? (Golf, tennis, bowling, handball, swimming, etc.)
1. No special emphasis to activities of this sort in grades 11 and/or 12.
 2. "Carry-over" activities are stressed in grades 11 and/or 12 but not on an elective basis.
 3. Carry-over activities are stressed in grades 11 and/or 12 and are offered on an elective basis.
- () 59. How are girls, capable of unlimited activity in the instructional class program classified?
1. Assigned at random according to free period.
 2. Class or grade.
 3. Medical examination and grade.
 4. Medical examination, degree of developments, skill, need, and interest.
 5. Other.
- () 60. Are the girls expected to participate in the planning and evaluating of their activity classes?
1. Girls have no role in planning or evaluating their activity classes.
 2. Girls assist in planning but not in evaluating their activity classes.
 3. Girls assist in evaluating but not in planning their activity classes.
 4. Girls assist in planning and evaluating their activity classes.
- () 61. What student outcomes in the girls' activity program are considered most important?
1. Organic development (posture, endurance, strength).
 2. Development of athletic skills and techniques.
 3. Development of approved social behavior.
 4. A combination of the above.
- () 62. What is the status of coeducational physical education in your school?
1. None.
 2. Scheduled activity classes in appropriate activities (dance, badminton, bowling).
 3. Corecreational and cointramural activities in appropriate activities.
 4. Scheduled coeducational classes plus corecreational activities.

- () 63. How many times per week does the average girl participate in coeducational physical education under school supervision?
1. Never
 2. At least once per week
 3. At least twice per week
- () 64. Do girls wear appropriate clothing when participating in the physical education program?
1. Street clothes are worn.
 2. Some girls change from street clothes to gymnasium clothing (T-shirt, tennis shoes, shorts).
 3. All girls change from street clothes to gymnasium costume.
- () 65. Does the school furnish appropriate gymnasium attire to girls for physical education classes?
1. No clothing furnished.
 2. Appropriate clothing furnished and a fee charged to students.
 3. Appropriate clothing furnished to girls at school expense.
- () 66. How are students taught the concepts of good sportsmanship in physical education classes?
1. Time allotments are planned in the activity program for direct teaching of behavior illustrating good or bad sportsmanship.
 2. Play is interrupted in activity classes when situations arise pertinent to the teaching of good sportsmanship.
 3. No effort is made to indicate good or bad sportsmanship by interrupting play or by lectures on the subject.
 4. Good sportsmanship is taught by interrupting play at appropriate intervals and by planned lectures.
 5. Others.
- () 67. What learnings concerning an activity are taught to girls, in physical education?
1. Skill and technique in an activity.
 2. History, skill, social courtesies of the activity.
 3. History, skill, social courtesies, purchase and care of equipment and hygiene of the activity.
 4. Others.
- () 68. How is the class program utilized to help students learn the difference between behavior which is acceptable and that not acceptable by society?
1. Time allotments are planned in the activity program for the illustration of good and bad social behavior.
 2. Play is interrupted in activity classes when situations arise pertinent to the teaching of good and bad behavior.
 3. No effort is made to indicate proper behavior by lecture or interrupting play.
 4. Socially acceptable behavior is illustrated by planned lectures and interrupted play.
 5. Others.

- () 69. Where is the program for individual physical education* for girls conducted?
(*Individual physical education refers to that area of the program devoted to activities for those students not physically capable of the unlimited activity which takes place in the regular instructional class program.)
1. No individual physical education program.
 2. Within the regular instructional class program.
 3. Within special classes.
- () 70. What is the average number of girls per instructor in the individual physical education program?
1. Twenty or more students per instructor.
 2. Ten to twenty students per instructor.
 3. Ten or less students per instructor.
 4. No program.
- () 71. Are indoor and outdoor facilities, suitable for modified activities available? (Shuffleboard, archery, conditioning equipment.)
1. None of the above type facilities are available.
 2. Facilities available but limited.
 3. Facilities available in sufficient quantity to meet needs.
- () 72. What provision is made for girls in need of individual physical education if no special program in this area is provided?
1. Girls participate in the regular class program as well as their disability permits.
 2. Girls are excused from physical education.
 3. Girls work in clerical or locker room capacity to fulfill their physical education requirement.
- () 73. Are students in the individual physical education program ever placed into regular class activities with students capable of unlimited activity?
1. Never.
 2. When a particular student can safely participate in the regular class activity.
 3. An effort is made to introduce students into the regular class program by modifying the regular program for short periods of time.
- () 74. What is the average size of the instructional activity class for girls per teacher?
1. More than forty-five girls.
 2. Thirty to forty-five girls.
 3. Less than thirty girls.
 4. More than fifty-five girls.
- () 75. What is the medical prerequisite for entrance into the instructional class program?
1. Medical examination by a licensed physician.
 2. Screening examination (medical history, etc.)
 3. No medical prerequisite.

- () 76. Which area, if any, is given priority in the use of facilities?
1. Interscholastic program.
 2. Intramural program.
 3. Instructional class program for boys.
 4. Equitable sharing of facilities based upon need.
 5. Instructional class program for girls.
77. In what school grades is physical education required?
- ☐ 1. No required physical education.
 - ☐ 2. Grade seven.
 - ☐ 3. Grade eight.
 - ☐ 4. Grade nine.
 - ☐ 5. Grade ten.
 - ☐ 6. Grade eleven.
 - ☐ 7. Grade twelve.
- () 78. What is the average daily teaching load of physical education teachers? (Including class and extracurricular activities.)
1. Eight or more clock hours per day.
 2. Six or seven clock hours per day.
 3. Five or less clock hours per day.
- () 79. How is student progress evaluated in physical education?
1. No evaluation procedure.
 2. Attendance and skill.
 3. Attendance, skill, knowledge of strategy, and history of the game, social behavior.
 4. Others.
- () 80. Are school facilities available for use by girls, not on interscholastic teams, after regular school hours?
1. School facilities are closed after regular school hours.
 2. Outdoor facilities are available to students after school hours.
 3. Indoor facilities are available to students after school hours.
 4. Indoor and outdoor facilities are available to students after school hours.
- () 81. Is supervision provided for students not on interscholastic teams using after school facilities?
1. No supervision available after school hours.
 2. Supervision of indoor but not outdoor facilities.
 3. Supervision of outdoor but not indoor facilities.
 4. Supervision is provided for all facilities.
- () 82. What indoor play space is provided to accommodate inside instructional class activities?
1. One gymnasium provided.
 2. One gymnasium plus small rooms adequate for accommodating special activities are provided. (Special activities refer to dancing, correctives, etc.)
 3. More than one gymnasium plus small rooms for special activities are provided.
 4. Others.

- () 83. Is the available indoor play space for girls large enough to conduct class activities without crowding or limiting the selection of activities?
1. No indoor play space.
 2. Indoor play space is too small to permit play without crowding and necessitates a limited selection of activities.
 3. Ample indoor play space available.
- () 84. Are the gymnasium floors hardwood? Are lines painted? Are walls smooth, clear? Are radiators and drinking fountains recessed? Is ceiling height at least twenty feet? Are heat, light and ventilation sufficient?
1. Standards are not met.
 2. Standards approximately met.
 3. Standards entirely met.
- () 85. Is the available outdoor play space for girls large enough to conduct class activities without crowding or limiting the selection of activities?
1. No outdoor play space available.
 2. Outdoor play space is too small to permit play without crowding and necessitates a limited selection of activities.
 3. Ample outdoor play space available.
- () 86. Are the outdoor facilities for instructional class period in proximity to the school?
1. No outdoor facilities.
 2. Ten minutes or longer walk from school.
 3. Five to ten minute walk from school.
 4. Adjacent to school.
- () 87. Are areas of the outdoor playing space devoted to special activities? (Tennis, shuffleboard, handball, etc.)
1. No special facilities.
 2. Special areas designated but not permanently lined.
 3. Special areas designated and permanently lined.
- () 88. Are swimming facilities available for use in the instructional class period for girls?
1. No facilities available.
 2. Off-campus swimming facilities available.
 3. Swimming facilities available on school grounds.
- () 89. Are pool facilities equally shared by boys and girls program?
1. Facilities utilized by boys only.
 2. Facilities utilized by girls only.
 3. Facilities equally shared.
 4. No facilities available.

- () 90. Are towels made available for girls' use by the school?
1. No towel service by school.
 2. Towels supplied to students and a fee charged.
 3. Towels supplied to students at school expense.
 4. Students bring their own towels.
- () 92. Are individual locker facilities provided for girls?
1. No locker facilities for the class program.
 2. Lockers are shared by girls.
 3. Individual lockers provided for girls.
- () 93. Is interscholastic competition for girls provided and maintained?
1. None.
 2. Organized girls' teams compete against like teams from other schools in appropriate activities.
 3. Play days or sports days are organized in appropriate activities.
- () 94. What leadership is provided for the girls' interscholastic program?
1. No girls' interscholastic program.
 2. Undertaken by men certified in physical education.
 3. Undertaken by women certified in physical education.
 4. Undertaken by personnel not certified in physical education.
- () 95. How are finances obtained for the girls' interscholastic program?
1. No girls' interscholastic program.
 2. Gate receipts from boys' athletics.
 3. Gate receipts from boys' athletics plus assistance from regular school funds.
 4. Other.
- () 96. How is the girls' intramural sports program financed?
1. No girls' intramural program.
 2. Board of Education funds.
 3. Athletic gate receipts.
 4. Board of Education funds and athletic gate receipts.
- () 97. What is the limiting factor in your intramural program?
1. Inadequate finances.
 2. Inadequate facilities.
 3. Lack of available leadership.
 4. Lack of student time due to a rigid bus schedule.
 5. A combination of the above factors.
 6. Others.
 7. No limiting factor.

- () 98. Which of the following activities are offered in the girls' interscholastic team athletic program? Please indicate by check (✓).

<input type="checkbox"/> 1. Basketball	<input type="checkbox"/> 1. Golf
<input type="checkbox"/> 2. Softball	<input type="checkbox"/> 2. Fencing
<input type="checkbox"/> 3. Field Hockey	<input type="checkbox"/> 3. Track & Field
<input type="checkbox"/> 4. Archery	<input type="checkbox"/> 4. Bowling
<input type="checkbox"/> 5. Swimming	<input type="checkbox"/> 5. Speedball
<input type="checkbox"/> 6. Tennis	<input type="checkbox"/> 6. Others
<input type="checkbox"/> 7. Volleyball	
<input type="checkbox"/> 8. Gymnastics & Tumbling	

- () 99. Which of the following activities are offered in the girls' extramural sport day program? Indicate by placing a check mark (✓) to the left of the activity.

<input type="checkbox"/> 1. Basketball	<input type="checkbox"/> 1. Volleyball
<input type="checkbox"/> 2. Softball	<input type="checkbox"/> 2. Golf
<input type="checkbox"/> 3. Field Hockey	<input type="checkbox"/> 3. Track & Field
<input type="checkbox"/> 4. Archery	<input type="checkbox"/> 4. Fencing
<input type="checkbox"/> 5. Swimming	<input type="checkbox"/> 5. Bowling
<input type="checkbox"/> 6. Tennis	<input type="checkbox"/> 6. Speedball

100. Which of the following activities are offered in the girls' intramural activity program? Indicate by placing a check mark (✓) to the left of the activity offered in your program.

<input type="checkbox"/> 1. Basketball	<input type="checkbox"/> 1. Volleyball
<input type="checkbox"/> 2. Softball	<input type="checkbox"/> 2. Gymnastics & Tumbling
<input type="checkbox"/> 3. Field Hockey	<input type="checkbox"/> 3. Golf
<input type="checkbox"/> 4. Archery	<input type="checkbox"/> 4. Fencing
<input type="checkbox"/> 5. Swimming	<input type="checkbox"/> 5. Badminton
<input type="checkbox"/> 6. Tennis	<input type="checkbox"/> 6. Speedball

RETURN TO: Mr. T. G. O'Keefe
Ohio Education Association
213 East Broad St.
Columbus, Ohio

101. Please state which areas of the girls' physical education program are in the greatest need of improvement.

QUESTIONNAIRE TO BE COMPLETED BY
SECONDARY SCHOOL STUDENTS

NAME OF SCHOOL DISTRICT _____

NAME OF SECONDARY SCHOOL _____

TYPE OF SCHOOL DISTRICT:

CITY _____

EXEMPTED VILLAGE _____

LOCAL _____

PLACE A CHECK MARK (✓) IN THE SPACE PROVIDED INDICATING WHETHER BOY
OR GIRL IS FILLING OUT THIS QUESTIONNAIRE:

BOY _____

GIRL _____

RETURN TO: Mr. T. G. O'Keefe,
Director of Research
Ohio Education Association
213 East Broad Street
Columbus, Ohio

1/28/53

Below you will find some statements concerning physical education. You will be in agreement with some of these statements - in disagreement with others. If you agree with a particular statement place a check (✓) mark in the space provided at the left of the statement. If you disagree with the statement place an "X" in the space provided to the left of the statement. Read each statement thoroughly before indicating agreement or disagreement. Answer all statements.

- () 102. I think that physical education classes help me to understand the technique and strategy of the games and sports that I watch as a spectator.
- () 103. I have a lot of fun in my physical education classes.
- () 104. I think that physical education classes are too large.
- () 105. I don't think that there is a large enough selection of sports and games in my physical education classes.
- () 106. I don't think that the teacher pays enough attention to me in my physical education classes.
- () 107. I think that physical education classes give me an opportunity to learn how to get along with other people by teaching team work in games and sports.
- () 108. I think that there should be more opportunities to take part in the intramural program.
- () 109. I have a feeling of security or belonging when I am part of a team in my physical education classes.
- () 110. I think that I have to play or compete with students who are better than I am.
- () 111. I have a chance to lead other boys or girls in games and sports in physical education activities.
- () 112. I think that I have learned how to be a good winner or a good loser as a result of my physical education classes.
- () 113. I think that I have to play or compete with students who are not as good in sports as I am.
- () 114. Interscholastic games keep me away from school and cause trouble with other teachers in school because of missed work.
- () 115. I understand more about what my body can or cannot do as a result of my physical education classes.
- () 116. I think that physical education teachers are more interested in varsity teams than in the regular class program .

- () 117. I think that I am better able to make use of my spare time due to sports and games that I learned in physical education classes.
- () 118. I think that more time should be spent in physical education classes in conditioning exercises to build a better physique.
- () 119. I think that the same sports are offered from year to year in my physical education classes.
- () 120. I think that by playing with and against other people in physical education classes I am better able to understand how people react to different situations and how I should behave in different situations.
- () 121. Physical education has helped teach me what it means to play fair, to give every one a chance and to respect other people for themselves.
- () 122. I think coeducational dancing should be included in the physical education program.
- () 123. The physical education periods should be longer and increased in number per week.
- () 124. I am more willing to accept the decisions of referees and officials while playing or watching a game as a result of playing the game in physical education class.
- () 125. My physical education experiences and teachers helped me to understand more about personal body functions and changes that I have noticed in my body.
- () 126. I think that it is easier to understand and get along with boys or girls as a result of coeducational physical education classes.
- () 127. I feel confident and self-assured after learning new sports and skills in physical education classes.

PART II- To what extent do you, as a participant, agree or disagree that the physical education program should plan to satisfy the purposes listed below?

Please check every item in some one column

PURPOSES	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
1. To keep me in good health and physical education					
2. To learn the best plans of attack and defense in games to understand the strategy					
3. To develop strong muscles					
4. To learn to play a game I can continue to play when older					
5. To improve my personal appearance with a better physique					
6. To have fun, relax, get a change from studying					
7. To develop endurance to that I shall not tire easily					
8. To make new friends, feel that I belong to a group					
9. To overcome self-consciousness					
10. To assist students in getting along with and understanding persons of both sexes					
11. To gain more grace and poise and overcome awkwardness					
12. To learn to control myself and be a good sport					
13. To develop a straight back, better posture					
14. To become a good performer in a special activity					
15. To learn to defend myself against others					
16. To become a good all around athlete					
17. Add any other purposes you think important					

QUESTIONNAIRE TO BE COMPLETED BY
SECONDARY SCHOOL PRINCIPAL

NAME OF SCHOOL DISTRICT _____

NAME OF SECONDARY SCHOOL _____

TYPE OF SCHOOL DISTRICT:

CITY _____ EXEMPTED VILLAGE _____ LOCAL _____

ENROLLMENT OF THIS SCHOOL GRADES 7-12 _____

NUMBER OF BOYS _____

NUMBER OF GIRLS _____

NUMBER OF MEN PHYSICAL EDUCATION TEACHERS _____

NUMBER OF WOMEN PHYSICAL EDUCATION TEACHERS _____

RETURN TO: Mr. T. G. O'Keefe,
Director of Research
Ohio Education Association
213 East Broad Street
Columbus, Ohio

1/28/53

NOTE: The information received through this questionnaire will be closely guarded, held in strictest confidence, and summarized numerically under appropriate categories.

INSTRUCTIONS:

1. Answer all questions to the best of your ability.
2. Select your answer from one of those provided which is most similar to the conditions existing in your school situation or when necessary from one of those provided which is most similar to your personal opinion.
3. Place a number in the space provided on the left of the key question.

EXAMPLE:

- () 128. In your opinion how many days a week should physical education be required?
1. No requirement necessary
 2. One or two days per week
 3. Three or four days per week
 4. Daily

EXPLANATION:

As a hypothetical situation, let's assume that in your opinion physical education should be required daily. Then the number four (4) should be placed in the space to the left of the question number 128 - as (4) 128.

RETURN TO: Mr. T. G. O'Keefe
Ohio Education Association
213 East Broad Street
Columbus, Ohio

- () 128. What is the certification status of teachers in the boys' physical education program?
1. All teachers in the program are certified in physical education.
 2. Some teachers in the program are certified in physical education. Others are not.
 3. No teacher in the program is certified in physical education.
- () 129. What is the certification status of teachers in the girls' Physical education program?
1. All teachers in the program are certified in physical education.
 2. Some teachers in the program are certified in physical education. Others are not.
 3. No teacher in the program is certified in physical education.
- () 130. Are school facilities available for the use of students during after school hours?
1. No facilities available after school hours.
 2. Outdoor facilities are available.
 3. Indoor facilities are available.
 4. Indoor and outdoor facilities are available.
- () 131. Is the daily teaching schedule of physical education teachers comparable in clock hours to that of other teaching stations? (Including extracurricular work)
1. Fewer clock hours in physical education teachers' schedule than in other teaching stations.
 2. More clock hours in physical education teachers' schedule than in other teaching stations.
 3. Generally clock hours are equalized in all teaching schedules.
- () 132. Is the physical education program for boys and girls considered an integral part of the school curriculum?
1. No area of the physical education program is considered an integral part of the school curriculum.
 2. Some areas of the physical education program are considered an integral part of the curriculum - others are considered extracurricular.
 3. All areas of the physical education program are considered an integral part of the school curriculum.
- () 133. What is the major consideration in hiring personnel for the physical education program?
1. Ability as an athletic coach.
 2. Ability primarily as a teacher of the various phases of the entire physical education program; secondarily as a teacher in other areas of the school curriculum.
 3. Ability primarily as a teacher in an area such as social studies, mathematics, etc.; secondarily physical education.

- () 134. Do you think that some portion of the curriculum in physical education should be devoted to coeducational activity?
1. Coeducational physical education should not be permitted in the curriculum.
 2. Coeducational activity should be conducted on a recreational basis only. (Facilities and equipment provided during after school hours.)
 3. Conducted as an integral part of the physical education program with scheduled coeducational classes in appropriate activities.
- () 135. How often do the men of the physical education staff attend faculty meetings of the school?
1. Always
 2. Frequently
 3. Seldom
 4. Never
- () 136. How often do the women, if any, of the physical education staff attend faculty meetings of the school?
1. Always
 2. Frequently
 3. Seldom
 4. Never
 5. No women physical education staff members
- () 137. In which area of the physical education program do teachers devote their greatest interest, time and enthusiasm?
1. Interscholastic activities
 2. Intramural activities
 3. Instructional class activities for boys
 4. Instructional class activities for girls.
 5. No discernable difference in degree of interest, time, enthusiasm among the phases of the program.
- () 138. In which area of the physical education program do teachers devote the least interest, time, enthusiasm?
1. Interscholastic activities
 2. Intramural activities
 3. Instructional class activities for boys
 4. Instructional class activities for girls
 5. No discernable difference in degree of interest, time, enthusiasm among the phases of the program.
- () 139. Is interscholastic competition for girls desirable in your opinion?
1. Not desirable in any form.
 2. Should consist of team competition in appropriate sports.
 3. Should consist of sport days*in appropriate activities.
*(Sport day refers to competition among girls of various schools in various activities.

- () 140. What is the function of the Booster Club in your locality, if one exists, in regard to interscholastic activity?
1. None exists.
 2. Functions as a service organization.
 3. Functions as an advisory body on athletic policy.
 4. Functions as a domineering influence in interscholastic athletics.
- () 141. Does the physical education program in your school provide for the needs of all students?
1. Provides only for students who are not physically or mentally abnormal.
 2. Provides for all students including the handicapped.
 3. Provides only for students with superior ability.
- () 142. In your opinion what should be the appropriate role of the interscholastic athletics in terms of the complete school curriculum?
1. An extracurricular activity financed by means exclusive of Board of Education funds.
 2. An integral part of the school curriculum financed by Board of Education funds.
 3. An integral part of the school curriculum but financed by means exclusive of Board of Education funds.
- () 143. Are the coaches of interscholastic teams certified in physical education?
1. Always
 2. Frequently
 3. Seldom
 4. Never
- () 144. Does the school assume the responsibility of a medical examination for pupils at some stage of their school career before permitting unlimited physical education activity?
1. No medical examination is required of students.
 2. Medical examination is required of students at parent expense via family physician.
 3. Medical examination is required of students at school expense via school physician.
- () 145. In your school what is the status of the girls' physical education program relative to the boys' program?
1. Girls' program regarded as less important than boys' program.
 2. Girls' program regarded as more important than boys' program.
 3. Girls' and boys' programs have equal status.

- () 146. What do you think is the major teaching emphasis in your school's physical education program?
1. Activity skills.
 2. Posture, health habits
 3. Social behavior
 4. Endurance, strength
 5. Other
147. In your opinion how many days per week should physical education be required?
- ☐ 1. No requirement is needed.
 - ☐ 2. One day per week.
 - ☐ 3. Two days per week.
 - ☐ 4. Three days per week.
 - ☐ 5. Four days per week.
 - ☐ 6. Five days per week.
148. In your opinion in what school grades should physical education be required? Indicate by placing a check mark (✓) next to the appropriate grade or grades.
1. No requirement necessary ☐
 2. Grade seven ☐
 3. Grade eight ☐
 4. Grade nine ☐
 5. Grade ten ☐
 6. Grade eleven ☐
 7. Grade twelve ☐
- () 149. In which area of the physical education program do the best teaching conditions occur? (Teaching conditions refer to pupils per teacher, facilities and equipment.)
1. Boys' instructional class program
 2. Girls' instructional class program
 3. Interscholastic program
 4. Individual physical education (handicapped pupil)
 5. Intramural program.

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Ohio Educational Association
213 East Broad St
Columbus, Ohio

150. Will you list those areas of the physical education program which are in the greatest need of improvement?

QUESTIONNAIRE TO BE COMPLETED BY
SPECIAL ELEMENTARY PHYSICAL EDUCATION TEACHER OR, IF
NONE ASSIGNED, AN ELEMENTARY CLASSROOM TEACHER

NAME OF SCHOOL DISTRICT _____

NAME OF ELEMENTARY SCHOOL _____

TYPE OF SCHOOL DISTRICT

CITY _____ EXEMPTED VILLAGE _____ LOCAL _____

ENROLLMENT OF THIS SCHOOL GRADES 1-6 _____

NUMBER OF BOYS _____

NUMBER OF GIRLS _____

NUMBER OF MEN PHYSICAL EDUCATION TEACHERS _____

NUMBER OF WOMEN PHYSICAL EDUCATION TEACHERS _____

RETURN TO: Mr. T. G. O'Keefe,
Director of Research
Ohio Education Association
213 East Broad Street
Columbus, Ohio

1/29/53

NOTE: The information received through this questionnaire will be closely guarded, held in strictest confidence and summarized numerically under appropriate categories.

INSTRUCTIONS:

1. Answer all questions to the best of your ability.
2. Select your answer from one of those provided and which is most similar to the conditions existing in your school situation.
3. Place the number in the space provided on the left of the key question.

ILLUSTRATION:

- () 154. How many days per week is physical education required of pupils in grades 1, 2, 3?
1. No physical education required.
 2. One or two days per week
 3. Three or four days per week
 4. Daily

EXPLANATION:

As a hypothetical situation let's assume the average number of days per week for physical education was two. Then the number two (2) would be placed to the left of question No. 154 - as (2) 154.

RETURN TO: Mr. T. G. O'Keefe
Ohio Education Association
213 East Broad Street
Columbus, Ohio

- () 154. How many days per week is physical education required of pupils in grades 1, 2, or 3?
1. No physical education required.
 2. One or two days per week.
 3. Three or four days per week.
 4. Daily.
- () 155. How many days per week is physical education required of pupils in grades 4, 5, or 6?
1. No physical education requirement.
 2. One or two days per week.
 3. Three or four days per week.
 4. Daily.
- () 156. What is the average length of the physical education period in grades 1, 2, or 3?
1. Twenty minutes or less.
 2. Twenty to thirty minutes.
 3. More than thirty minutes.
- () 157. What is the average length of the physical education period in grades 4, 5, 6?
1. Less than twenty minutes.
 2. Twenty to thirty minutes.
 3. More than thirty minutes.
158. Which of the following type activities are offered in grades 1, 2, 3, in physical education? Indicate by placing a check mark (✓) to the left of the activity type offered in your program.
- | | |
|---|--|
| <input type="checkbox"/> 1. Rhythmical activities | <input type="checkbox"/> 1. Football |
| <input type="checkbox"/> 2. Stunts | <input type="checkbox"/> 2. Basketball |
| <input type="checkbox"/> 3. Self-testing | <input type="checkbox"/> 3. Baseball |
| <input type="checkbox"/> 4. Chasing & fleeing games | <input type="checkbox"/> 4. Softball |
| <input type="checkbox"/> 5. Story plays | <input type="checkbox"/> 5. Volleyball |
| <input type="checkbox"/> 6. Games of low organization | <input type="checkbox"/> 6. Track |
| <input type="checkbox"/> 7. Athletic lead-up games | <input type="checkbox"/> 7. Other |
159. Which of the following type activities are offered in grades 4, 5, 6, in physical education for at least six weeks of the pupil's school life? Indicate by placing a check mark (✓) to the left of the activity type offered in your program.
- | | |
|---|--|
| <input type="checkbox"/> 1. Rhythmical activities | <input type="checkbox"/> 1. Football |
| <input type="checkbox"/> 2. Stunts | <input type="checkbox"/> 2. Basketball |
| <input type="checkbox"/> 3. Self testing | <input type="checkbox"/> 3. Baseball |
| <input type="checkbox"/> 4. Chasing & fleeing games | <input type="checkbox"/> 4. Softball |
| <input type="checkbox"/> 5. Story plays | <input type="checkbox"/> 5. Volleyball |
| <input type="checkbox"/> 6. Games of low organization | <input type="checkbox"/> 6. Track |
| <input type="checkbox"/> 7. Athletic lead-up games | <input type="checkbox"/> 7. Other |

- () 160. Does the physical education program provide opportunities for those students incapable of unlimited physical activity?
1. No provisions in physical education for the handicapped.
 2. Handicapped children participate in the regular physical education program to the best of their ability.
 3. Special physical education classes are provided for the handicapped.
- () 161. Is there a noon hour physical education program for the pupils?
1. No noon hour activities.
 2. Supervised free play.
 3. Organized and supervised play.
- () 162. Is there an after school or before school activity program for children?
1. Neither after school nor before school program.
 2. After school program - no before school program.
 3. Before school program - no after school program.
 4. Both before and after school program.
- () 163. Are the pupils expected to participate in the planning and evaluating of their activity classes?
1. Pupils have no part in planning or evaluating their activity classes.
 2. Pupils assist in planning but not in evaluating their activity classes.
 3. Pupils assist in evaluating but not in planning their classes.
 4. Pupils assist in planning and evaluating their activity class.
164. Which of the following pupil outcomes are planned for and considered most important in your activity program? Indicate by placing a check mark (✓) to the left of the outcomes listed below.
- | | |
|--|--|
| <input type="checkbox"/> 1. Organic development | <input type="checkbox"/> 1. Fun & relaxation |
| <input type="checkbox"/> 2. Sport skills & techniques | <input type="checkbox"/> 2. Leadership |
| <input type="checkbox"/> 3. Approved social behavior | <input type="checkbox"/> 3. Moral values |
| <input type="checkbox"/> 4. Posture and physique | <input type="checkbox"/> 4. Other |
| <input type="checkbox"/> 5. Poise, self control, confidence | |
| <input type="checkbox"/> 6. Sportsmanship | |
| <input type="checkbox"/> 7. Understanding rights of others | |
| <input type="checkbox"/> 8. Respect for opposite sex | |
| <input type="checkbox"/> 9. Understanding of personal body functions | |
- () 165. How are students taught the concepts of good sportsmanship in physical education?
1. Time allotments are planned in the activity program for direct teaching of behavior illustrating good or bad sportsmanship.

2. Play is interrupted in activity classes when situations arise pertinent to the teaching of good or bad sportsmanship.
 3. No effort is made to indicate good or bad sportsmanship by interrupting play or by lectures on the subject.
 4. Good sportsmanship is taught by interrupting play at appropriate intervals and by planned lectures.
 5. Others
- () 166. How is the class program utilized to help students learn the difference between behavior which is acceptable and that not acceptable by society?
1. Time allotments are planned in the activity program for the illustration of good and bad social behavior.
 2. Play is interrupted in the activity program when situations arise pertinent to the teaching of good and bad behavior.
 3. No effort is made to illustrate proper behavior by lectures or interrupting play.
 4. Acceptable behavior is illustrated by planned lectures and interrupted play.
 5. Other.
- () 167. Are the girls and boys in separate physical education classes in grades 1, 2, 3?
1. Coeducational classes and activities.
 2. Coeducational classes but separate activities for boys and girls at periodic intervals.
 3. Non-coeducational classes and separate activities at all times for boys and girls.
- () 168. Are the girls and boys in separate physical education classes in grades 4, 5, 6?
1. Completely coeducational classes and activities.
 2. Coeducational classes but separate activities for boys and girls at periodic intervals.
 3. Non-coeducational classes and separate activities at all times for boys and girls.
- () 169. Do pupils wear uniforms*in physical education activity classes in grades 4, 5, 6?
1. Uniforms are worn and furnished by students.
 2. Uniforms are worn and furnished by the school.
 3. Street clothes are worn.
- () 170. What is the average size of a physical education class in grades 1-6?
1. More than forty-five pupils.
 2. Thirty-one to forty-five pupils.
 3. Thirty or less pupils.

- () 171. Is a medical examination required of children before permitting unlimited physical activity in the physical education program?
1. No medical examination is required.
 2. A medical examination is required at the parents' expense.
 3. A medical examination is required at the school's expense.
- () 172. Is in-service training provided for the classroom teacher who must teach physical education?
1. No in-service training is provided.
 2. Supervisors regularly visit the classroom teacher and help with problems in physical education.
 3. Workshops in physical education are attended by classroom teachers frequently.
- () 173. What is the school policy in regard to interschool athletic competition in grade six?
1. No interschool competition is permitted in any activities.
 2. Play days, sport days or field days are scheduled for pupils between schools or among a group of schools.
 3. Regularly scheduled contests between schools is permitted in selected activities.
- () 174. Is the available indoor play space large enough to conduct class activities without crowding or limiting the selection of activities?
1. No indoor play space.
 2. Indoor play space is too small to permit play without crowding and necessitates a limited selection of activities.
 3. Ample indoor play space is available.
- () 175. Do the indoor facilities have hardwood floors, smooth and clear walls, radiators and drinking fountains recessed and sufficient heat, lights and ventilation?
1. Standards not met.
 2. Standards approximately met.
 3. Standards entirely met.
- () 176. Is the available outdoor play space large enough to conduct class activities without crowding or limiting the selection of activities?
1. No outdoor play space.
 2. Outdoor play space is too small to permit play without crowding or limiting the selection of activities.
 3. Ample outdoor play space is available.
- () 177. Are the outdoor play facilities surfaced with material which permits healthful sanitary play yet maximum use after inclement weather; are the facilities lined for the common activities, without hazardous obstructions?

1. Standards not met.
 2. Standards approximately met.
 3. Standards entirely met.
- () 178. Are the outdoor play facilities for regular class use in proximity to the school?
1. Within a ten minute walk.
 2. Adjacent to the school.
 3. Beyond a ten minute walk.
- () 179. Do children in grades 4, 5, 6, take showers after activity classes?
1. No shower facilities.
 2. Children are urged to take showers but not required to do so.
 3. Children are required to take showers unless medically excused.
- () 180. Are individual locker facilities provided for pupils?
1. No locker facilities in the school available to pupils.
 2. Lockers are shared by pupils.
 3. Individual lockers provided for pupils.
- () 181. Please state which areas of the physical education program are in the greatest need of improvement.

RETURN TO: Mr. T. G. O'Keefe
Ohio Education Assoc.
213 E. Broad St.
Columbus, Ohio

QUESTIONNAIRE TO BE COMPLETED BY
ELEMENTARY PRINCIPAL

NAME OF DISTRICT _____

NAME OF ELEMENTARY SCHOOL _____

TYPE OF SCHOOL DISTRICT:

CITY _____

EXEMPTED VILLAGE _____

LOCAL _____

ENROLLMENT OF THIS SCHOOL GRADES 1-6 _____

NUMBER OF BOYS _____

NUMBER OF GIRLS _____

NUMBER OF MEN PHYSICAL EDUCATION TEACHERS _____

NUMBER OF WOMEN PHYSICAL EDUCATION TEACHERS _____

RETURN TO: Mr. T. G. O'Keefe
Director of Research
Ohio Education Assoc.
213 E. Broad St.,
Columbus, Ohio

1/28/53

NOTE: The information received through this questionnaire will be closely guarded, held in strictest confidence, and summarized numerically under appropriate categories.

INSTRUCTIONS:

1. Answer all questions to the best of your ability.
2. Select your answer from one of those provided which is most similar to the conditions existing in your school situation or when necessary from one of those provided which is most similar to your personal opinion.
3. Place the number in the space provided on the left of the key question.

EXAMPLE:

- () 128. In your opinion how many days a week should physical education be required?
1. No requirement necessary
 2. One or two days per week
 3. Three or four days per week
 4. Daily

EXPLANATION:

As a hypothetical situation, let's assume that in your opinion physical education should be required daily. Then the number four (4) would be placed in the space to the left of the question number 128 - as (4) 128.

RETURN TO: Mr. T. G. O'Keefe
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Columbus, Ohio

- () 182. Are the teachers conducting the physical education program certified in physical education?
1. All teachers are certified in physical education.
 2. Some teachers certified in physical education.
 3. No teachers certified in physical education.
- () 183. Is the physical education program organized and conducted by special* physical education teachers or the regular classroom teacher?
1. Organized and conducted by classroom teachers.
 2. Organized and conducted by special physical education teachers.
 3. Some physical education classes are taught by special teachers - other physical education by the classroom teachers.
- (*Special physical education teacher refers to a teacher certified in physical education and employed primarily in teaching physical education classes.)
- () 184. In your opinion what teacher is best qualified to teach physical education in grades 1, 2, 3?
1. Classroom teacher.
 2. Special physical education teacher.
 3. Classroom teacher and the special teacher should work cooperatively in physical education classes.
- () 185. In your opinion what teacher is best qualified to teach physical education in grades 4,5, 6?
1. Classroom teacher.
 2. Special physical education teacher.
 3. Classroom teacher and the special teacher should work cooperatively in physical education classes.
- () 186. What is the main consideration in hiring personnel for the physical education program?
1. Ability to teach primarily in areas such as mathematics, social studies, etc., secondarily education.
 2. Ability to teach primarily in physical education; secondarily in areas such as mathematics, social studies, etc.
- () 187. Is the physical education program considered an integral part of the school curriculum?
1. No area* of the physical education program is considered an integral part of the curriculum.
 2. Some areas of the program are considered an integral part of the curriculum; others are not.
 3. All areas of the physical education program are considered an integral part of the curriculum.
- (*Areas are construed to mean such phases as before or after school activities, class activities, noon hour programs, etc.)

- () 188. Do you believe that boys and girls should be in separate physical education classes in grades 4, 5, 6?
1. Completely separate classes and activities.
 2. Coeducational classes but boys and girls engage in separate activities at periodic intervals.
 3. Completely coeducational classes and activities.
- () 189. Do you believe that a medical examination should be required of pupils before permitting unlimited physical education activity?
1. Medical examination unnecessary.
 2. Medical examination should be required and the responsibility of the home.
 3. Medical examination should be required and the responsibility of the school.
- () 190. Does the physical education program provide for all students?
1. Provides only for students who are physically and mentally normal.
 2. Provides for all students including the handicapped.
- () 191. How does the physical education program provide for those pupils not capable of unlimited physical activity?
1. Makes no provisions for these children.
 2. Arranges special classes for these children.
 3. Handicapped children participate in the normal program commensurate with their disability.
- () 192. Is in-service training provided for the classroom teacher who also teaches physical education?
1. No in-service training provided.
 2. Supervisors regularly visit the classroom teacher and help with physical education problems.
 3. Workshops in physical education are attended by classroom teachers.
- () 193. Should an after school activity program be provided for pupils?
1. Facilities should be made available to pupils after school hours.
 2. Facilities and supervision should be made available to pupils after school hours.
 3. Neither facilities nor supervision should be made available to students after school hours.
- () 194. Are the pupils expected to participate in the planning and evaluating of their activity class in physical education?
1. Pupils have no role in planning or evaluating their activity classes.
 2. Pupils assist in planning but not in evaluating their classes.
 3. Pupils assist in evaluating but not in planning their activity classes.
 4. Pupils assist in planning and evaluating their activity classes.

195. Which of the following pupil outcomes are planned for and considered most important in your activity program? Indicate by placing a check mark (✓) to the left of the outcomes listed below.

- | | |
|--|---|
| <input type="checkbox"/> 1. Organic development | <input type="checkbox"/> 1. Fun, relaxation |
| <input type="checkbox"/> 2. Sport skills & techniques | <input type="checkbox"/> 2. Leadership |
| <input type="checkbox"/> 3. Approved social behavior | <input type="checkbox"/> 3. Moral values |
| <input type="checkbox"/> 4. Posture & Physique | <input type="checkbox"/> 4. Other |
| <input type="checkbox"/> 5. Poise, self-control, confidence | |
| <input type="checkbox"/> 6. Sportsmanship | |
| <input type="checkbox"/> 7. Understanding right of others | |
| <input type="checkbox"/> 8. Respect for opposite sex | |
| <input type="checkbox"/> 9. Understanding of personal body functions | |

- () 196. What do you think should be the school policy in regard to interscholastic athletic competition in grades five or six?
1. No interschool competition in any form should be permitted.
 2. Play days and sport days should be arranged between schools or among a group of schools.
 3. Regularly scheduled contests between schools should be maintained.

- () 197. How many days per week should physical education be required in grades 1, 2, 3?
1. Daily
 2. Three or four days per week
 3. One or two days per week
 4. No requirement necessary

- () 198. In your opinion how long should the physical education period be in grades 1, 2, 3?
1. Less than twenty minutes
 2. Twenty to thirty minutes
 3. More than thirty minutes

- () 199. How many days per week should physical education be required in grades 4, 5, 6?
1. Daily
 2. Three or four days per week
 3. One or two days per week
 4. No requirement necessary

- () 200. In your opinion how long should the physical education period be in grades 4, 5, 6?
1. Less than twenty minutes
 2. Twenty to thirty minutes
 3. More than thirty minutes

- () 201. Please state which areas of the physical education program are in the greatest need of improvement.

AUTOBIOGRAPHY

I, Charles Louis Mand, was born in Flushing, New York, June 19, 1927. My elementary and secondary schooling were completed in the New York City Public School System. Upon graduation from high school I entered the Army Specialized Training Program and while in this program attended City College of New York and Syracuse University. Upon discharge from the Army I entered Queens College of New York and was graduated in 1948 with a Bachelor of Arts degree.

In 1950 I received a Master of Arts degree from New York University.

My teaching experience has consisted of one year in the New York City System, one year as a Graduate Assistant at Queens College, one year as a Graduate Assistant at The Ohio State University, and three years as an instructor in the Physical Education Department, The Ohio State University.